EXPEDITIONARY LEARNING

Grade 3: Module 3B:
Overview

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In this eight-week module, students explore the questions: "Who is the wolf in fiction?" and "Who is the wolf in fact?" They begin by analyzing how the wolf is characterized in traditional stories, folktales, and fables. Then they research real wolves by reading informational text. Finally, for their performance task, students combine their knowledge of narratives with their research on wolves to write a realistic narrative about wolves. In Unit 1, students begin by reading the traditional Chinese folktale *Lon Po Po*, as told by Ed Young, to build their understanding of how the actions and traits of the wolf and other characters contribute to a sequence of events that convey an important lesson to the reader. Students then read a series of fables that feature wolves as characters. As students read each fable, they continue to analyze the character of the wolf and are asked to form and support an opinion about the character of the wolf in fiction, based on their analysis. During this unit, students also practice their fluency skills by reading and rereading the various stories aloud.

In Unit 2, students research facts about real wolves through the central text *Face to Face with Wolves* by Jim and Judy Brandenburg. As students read the text closely, they determine the main idea of each section of the text and collect information about the characteristics, behaviors, and habitat of real wolves. (This information forms the basis for their performance task narrative in Unit 3.) Throughout Unit 2, students use the facts they have collected to write informational paragraphs responding to a focus question posed at the beginning of each section. Finally, in Unit 3 students revisit *Lon Po Po* with a writer's eye to examine the structure of the story. They are also asked to examine the illustrations to identify criteria of strong story illustrations. This work with author's craft prepares students to write and illustrate their own narrative. **This task centers on NYSP12 ELA CCLS W.3.3, W.3.4, W.3.5, L.3.1g, h, and i.**

Guiding Questions And Big Ideas

- **Who is the wolf in fiction?**
- **Who is the wolf in fact?**
- **How do authors create fictional characters?**
- *Traditional stories can convey important lessons to the reader or listener.*
- *We can learn about wolves through literature and informational texts.*
- *Authors use what they know to develop fictional characters.*
- *Authors develop characters using vivid descriptions to help the reader imagine characters and bring the characters to life.*

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Performance Task

Wolf Narrative:
In this performance task, students have an opportunity to apply what they have learned about real wolves in Unit 2 with what they have learned about the characteristics of narratives in Unit 1, to write and illustrate a narrative with a realistic wolf character. Using facts and details gathered from *Face to Face with Wolves* (in Unit 2), they first plan their narratives by choosing a problem faced by real wolves, and then create a character profile of their main wolf character. Next, students plan their narratives incorporating what they have learned about real wolves and the problems they face. Students then receive critique and feedback from the teacher in order to revise and improve their plans. They then draft their narratives, creating a story rich with realistic details. Finally, they add illustrations to complete their performance task for this module. **This task addresses NYSP12 ELA CCLS W.3.3, W.3.4, W.3.5, L.3.1g, h, and i.**

Content Connections

This module is designed to address English Language Arts standards as students read literature and informational text about wolves. However, the module intentionally incorporates Science and Social Studies Practices and Themes to support potential interdisciplinary connections to this compelling content. These intentional connections are described below.

Big ideas and guiding questions are informed by the New York State Common Core K-8 Social Studies Framework: http://engageny.org/sites/default/files/resource/attachments/ss-framework-k-8.pdf

Time, Continuity, and Change

3.8 Each community or culture has a unique history, including heroic figures, traditions, and holidays.

- 3.8a People in world communities use legends, folktales, oral histories, biographies, and historical narratives to transmit cultural histories from one generation to the next.
  - Students will examine legends, folktales, oral histories, biographies, and historical narratives to learn about the important individuals and events of each selected world community.
- 3.8b Arts, music, dance, and literature develop through a community's history.

  Students will explore the arts, music, dance, and literature for each selected world community.

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Content Connections (continued)

Big ideas and guiding questions are informed by the New York State Common Core K-4 Science Core Curriculum: http://www.p12.nysed.gov/ciai/mst/pub/elecoresci.pdf

The Living Environment

- **3.1a Each animal has different structures that serve different functions in growth, survival, and reproduction.**
  - wings, legs, or fins enable some animals to seek shelter and escape predators
  - the mouth, including teeth, jaws, and tongue, enables some animals to eat and drink
  - eyes, nose, ears, tongue, and skin of some animals enable the animals to sense their surroundings
  - claws, shells, spines, feathers, fur, scales, and color of body covering enable some animals to protect themselves from predators and other environmental conditions, or enable them to obtain food
  - some animals have parts that are used to produce sounds and smells to help the animal meet its needs
  - the characteristics of some animals change as seasonal conditions change (e.g., fur grows and is shed to help regulate body heat; body fat is a form of stored energy and it changes as the seasons change).

- **3.1c In order to survive in their environment, plants and animals must be adapted to that environment.**
  - Animal adaptations include coloration for warning or attraction, camouflage, defense mechanisms, movement, hibernation, or migration.

- **3.2 Observe that differences within a species may give individuals an advantage in survival and reproduction.**
  - Individuals within a species may compete with each other for food, mates, space, water, and shelter in their environment.
  - All individuals have variations, and because of these variations, individuals of a species may have an advantage in survival and reproduction.

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CCS Standards: Reading—Literature	Long-Term Learning Targets
• RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	• I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
• RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	• I can determine the central lesson and explain how it is conveyed through key details in the text.
• RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	• I can describe the characters in a story and explain how their actions contribute to the sequence of events.
• RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	• I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
• RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	• I can describe how parts of a story build on one another.
• RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	• I can explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.
• RL.3.11. Recognize, interpret, and make connections in drama to other texts, ideas, cultural perspectives, personal events, and situations. a. Self-select text based upon personal preferences.	• I can recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations. a. I can self-select text based on personal preferences.

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CCS Standards: Reading—Information	Long-Term Learning Targets
• RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	• I can ask questions to deepen my understanding of informational text. • I can answer questions using specific details from informational text.
• RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	• I can determine the main idea of an informational text. • I can retell key ideas from an informational text.
• RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	• I can determine the meaning of unknown words in informational text.
• RI.3.6. Distinguish their own point of view from that of the author of a text.	• I can distinguish between my point of view and the author's point of view.

CCS Standards: Writing	Long-Term Learning Targets
• W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.	• I can write an opinion piece that supports a point of view with reasons. a. I can introduce the topic of my opinion piece. a. I can create an organizational structure that lists reasons for my opinion. b. I can identify reasons that support my opinion. c. I can use linking words to connect my opinion and reasons. d. I can construct a concluding statement or section for my opinion piece.
• W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together. b. Develop the topic with facts, definitions, and details. d. Provide a concluding statement or section.	• I can write informative/explanatory texts that convey ideas and information clearly. a. I can write an informative/explanatory text that has a clear topic. b. I can develop the topic with facts, definitions, and details. d. I can construct a closure on the topic of an informative/explanatory text.

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CCS Standards: Writing (continued)	Long-Term Learning Targets
• W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	• I can craft narrative texts about real or imagined experiences or events. a. I can establish a situation. a. I can introduce the narrator and/or characters of my narrative. a. I can organize events in an order that makes sense in my narrative. b. I can use dialogue to show the actions, thoughts, and feelings of my characters. b. I can use descriptive words to show the actions, thoughts and feelings of my characters. c. I can use transitional words and expressions to show passage of time in a narrative text. d. I can write a conclusion to my narrative.
• W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)	• With support from adults, I can produce writing that is appropriate to task and purpose.
• W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	• With support from peers and adults, I can use the writing process to plan, revise, and edit my writing.
• W.3.7. Conduct short research projects that build knowledge about a topic.	• I can conduct a research project to become knowledgeable about a topic.
• W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	• I can document what I learn about a topic by taking notes. • I can sort evidence into provided categories.
• W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	• I can write for a variety of reasons.

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CCS Standards: Foundational Reading	Long-Term Learning Targets
• RF.3.4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	• I can read third-grade-level texts accurately and fluently to make meaning. a. I can read third-grade-level texts with purpose. b. I can read third-grade-level texts with fluency. c. I can use clues in the text to check my accuracy. c. I can reread to make sure that what I'm reading makes sense.

CCS Standards: Language	Long-Term Learning Targets
• L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.	• I can use conventions to send a clear message to my reader. g. I can use adjectives to describe nouns. g. I can use adverbs to describe actions. h. I can use coordinating and subordinating conjunctions. i. I can write simple, complex, and compound sentences.
• L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	• I can determine the meaning of unknown words and phrases, choosing from a range of strategies. a. I can use sentence-level context as a clue to the meaning of a word or phrase. b. I can determine the meaning of the new word formed when a known affix is added to a known word. c. I can use a known root word as a clue to the meaning of an unknown word with the same root. d. I can use glossaries to determine or clarify the precise meaning of key words and phrases.

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Standards: Speaking and Listening	Long-Term Learning Targets
• SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	• I can engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing my own clearly.

Texts
1. Jerry Pinkney, *Aesop's Fables* (San Francisco: Chronicle Books, 2000), ISBN: 978-1-58717-000-3.
2. Ed Young, *Lon Po Po: A Red-Riding Hood Story from China* (New York: Penguin Putnam Books for Young Readers, 1996), ISBN: 978-0-698-11382-4.
3. Lynda Durrant Lemmon, "The Fox and the Wolf," in *Jack & Jill* (Vol. 58, Issue 1), Jan./Feb. 1996.
4. Aesop, "The Wolves and the Sheep," from Project Gutenberg, as found at: http://www.gutenberg.org/files/19994/19994-h/19994-h.htm#Page_110.
5. Ellen C. Babbitt, "The Tricky Wolf and the Rats," in *More Jataka Tales* (New York: D. Appleton-Century Company, 1922), as found at http://etc.usf.edu/lit2go/73/more-jataka-tales/4979/the-tricky-wolf-and-the-rats/.
6. Aesop, "The Wolf and the Lamb," from Project Gutenberg, as found at http://www.gutenberg.org/files/19994/19994-h/19994-h.htm#Page_42.
7. Richard Edwards, "A Wolf in the Park," from the Scottish Poetry Library, as found at http://www.scottishpoetrylibrary.org.uk/poetry/poems/wolf-park.
8. Jim and Judy Brandenburg, *Face to Face with Wolves* (Washington, D.C.: National Geographic Publications, 2010), ISBN978-1-4263-0698-3.

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Week	Instructional Focus	Long-Term Targets	Assessments
Unit 1: The Wolf in Traditional Stories			
Weeks 1-2	• Mystery Gallery Walk : Wolves in Fiction and Fact • Launching Independent Reading • Analyzing the Wolf's Character in the Chinese Folktale *Lon Po Po*	• I can determine the central lesson and explain how it is conveyed through key details in the text. (RL.3.2) • I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3) • I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. (RL.3.4) • I can explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. (RL.3.7)	• Mid-Unit 1 Assessment: "Fox and Wolf" Selected Response and Short Answer Questions (RL.3.2–4 and RL.3.7)
	• Reading Fables and Analyzing the Wolf Character • Writing Opinions about the Wolf's Character • Reading Aloud to Improve Fluency	• I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3) • I can determine the meaning of unknown words and phrases, choosing from a range of strategies. (L.3.4) • I can write opinion pieces, supporting a point of view with reasons. (W.3.1) • I can read with sufficient accuracy and fluency to support comprehension. (RF.3.4)	• End of Unit 1 Assessment, Part 1: "The Wolves and the Sheep" Character Analysis and Opinion Writing (RL.3.3, L.3.4, and W.3.1) • • End of Unit 1 Assessment, Part 2: Reading Fluently (RF.3.4)

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Week	Instructional Focus	Long-Term Targets	Assessments
Unit 2: The Wolf in Informational Text			
Weeks 3-4	• Introducing the Performance Task • Asking and Answering Questions about Real Wolves • Reading Closely about the Traits and Behaviors of Real Wolves	• I can ask questions to deepen my understanding of informational text. (RI.3.1) • I can answer questions using specific details from informational text. (RI.3.1) • I can determine the meaning of unknown words in informational text. (RI.3.4)	• Mid-Unit 2 Assessment: Reading a New Section of *Face to Face With Wolves*: "Life in the Pack" (RI.3.1 and RI.3.4)
	• Reading Closely about the Traits and Behaviors of Real Wolves • Writing about the Traits and Behaviors of Real Wolves	• I can determine the main idea of an informational text. (RI.3.2) • I can retell key ideas from an informational text. (RI.3.2) • I can determine the meaning of unknown words in informational text. (RI.3.4) • I can distinguish between my point of view and the author's point of view. (RI.3.6) • I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2)	• End of Unit 2 Assessment: Reading and Writing about *Face to Face with Wolves* (RI.3.2 and W3.2)

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Week	Instructional Focus	Long-Term Targets	Assessments
Unit 3: Narrative Writing about the Wolf			
Weeks 5-7 ½	• Reviewing the Performance Task • Studying the Organization and Structure of Narratives • Creating Rich Characters Based on Research • Using Details from Informational Text to Inform Narrative Planning • Introducing Dialogue	• I can craft narrative texts about real or imagined experiences or events (W.3.3). a. I can establish a situation. a. I can introduce the narrator and/or characters of my narrative. a. I can organize events in an order that makes sense in my narrative. a. I can use dialogue to show the actions, thoughts, and feelings of my characters. b. I can use descriptive words to show the actions, thoughts, and feelings of my characters. b. I can use transitional words and expressions to show passage of time in a narrative text. c. I can write a conclusion to my narrative. • I can retell key ideas from an informational text. (RI.3.2) • I can identify the main message or lesson of a story using key details from the text. (RL.3.2) • I can describe how parts of a story build on one another. (RL.3.5) • I can explain how an illustration contributes to the story (e.g., mood, tone, character, setting). (RL.3.7)	• Mid-Unit 3 Assessment: Revising Plan (W.3.3 and W.3.5)

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Week	Instructional Focus	Long-Term Targets	Assessments
Weeks 5-7 ½ (continued)	• Drafting a Narrative • Illustrating a Story • Revising Drafts for Descriptive Language and Transitional Words and Phrases • Sharing the Performance Task	• I can craft narrative texts about real or imagined experiences or events. (W.3.3) a. I can establish a situation. a. I can introduce the narrator and/or characters of my narrative. a. I can organize events in an order that makes sense in my narrative. a. I can use dialogue to show the actions, thoughts, and feelings of my characters. b. I can use descriptive words to show the actions, thoughts, and feelings of my characters. b. I can use transitional words and expressions to show passage of time in a narrative text. c. I can write a conclusion to my narrative. • With support from adults, I can produce writing that is appropriate to task and purpose. (W.3.4) • With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5)	• End of Unit 3 Assessment: Draft Wolf Narrative (W.3.3) • Performance Task: Wolf Narrative (W.3.3)

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Grade 3: Module 3B:
Assessment Overview

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Final Performance Task	**Wolf Narrative** In this performance task, students have an opportunity to apply what they have learned about real wolves in Unit 2 with what they have learned about the characteristics of narratives in Unit 1, to write and illustrate a narrative with a realistic wolf character. Using facts and details gathered from *Face to Face with Wolves* (in Unit 2), they first plan their narratives by choosing a problem faced by real wolves, and then create a character profile of their main wolf character. Next, students plan their narratives incorporating what they have learned about real wolves and the problems they face. Students then receive critique and feedback from the teacher in order to revise and improve their plans. They then draft their narratives, creating a story rich with realistic details. Finally, they add illustrations to complete their performance task for this module. **This task addresses NYSP12 ELA CCLS W.3.3, W.3.4, W.3.5, L.3.1g, h, and i.**

Mid-Unit 1 Assessment	**Selected Response and Short Answer Questions: "Fox and Wolf"** This assessment centers on NYSP12 ELA CCLS RL.3.1–4 and RL.3.7. Students read a new folktale, "Fox and Wolf." Then they respond to text-dependent and short answer questions that demonstrate their ability to recount the story, determine the central lesson, and describe the characters, as well as how their actions contribute to the sequence of events. Students are also asked to explain how the illustrations that accompany the folktale contribute to what is conveyed through words and to determine the meaning of unfamiliar literal and non-literal language.
End of Unit 1 Assessment	**Part 1: Character Analysis and Opinion Writing: "The Wolves and the Sheep"** This assessment has two parts. Part 1 centers on NYSP12 ELA CCLS RL.3.3, L.3.4, and W.3.1. Students read a new fable, "The Wolves and the Sheep," and then complete a Character chart to help them respond to text-dependent questions that ask them to describe the main characters and explain how their actions contribute to the sequence of events. Students also use a variety of strategies to determine the meaning of unfamiliar words and phrases from the story. Then they use the information they have gathered to write a three-to-five-sentence opinion paragraph that answers the questions: "What is the best word to describe the wolves in this story? Why?" Students will need to support their opinion with at least two reasons, use linking words, and provide a concluding statement. **Part 2: Reading Fluently** Part 2 focuses on RF.3.4, and is meant to build on fluency work from Modules 1 and 2. Students will read aloud one of three texts: "The Tricky Wolf and the Rats" (folktale, Lexile 620), "The Wolf and the Sheep" (fable, Lexile 700), or "The Wolf in the Park" (poem, Lexile 780). A range of Lexiled texts are provided to ensure students at varying levels of third-grade reading proficiency have access to a grade-level text that will allow them to demonstrate their personal level of fluent reading. Note that if your school and/or district already has an established fluency program, this assessment is optional, but recommended.

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Mid-Unit 2 Assessment	**Reading a New Section of *Face to Face With Wolves*: "Life in the Pack"** This assessment centers on NYSP12 ELA CCLS RI.3.1 and RI.3.4. For this assessment, students read a new section from *Face to Face with Wolves* and respond to text-dependent and short answer questions. Students are asked to explain the gist of this section, answer questions using evidence from the text, and determine the meaning of unfamiliar words.
End of Unit 2 Assessment	**Reading and Writing about Wolves** This assessment centers on NYSP12 ELA CCLS RI.3.2, RI.3.4, RI.3.6, and W.3.2. Students read a new section from *Face to Face with Wolves*. In the first part of this assessment, students determine the main idea of the section and identify key details that helped them understand the main idea. Students then answer text-dependent and short answer questions focused on using evidence from the text, author's point of view, and determining the meaning of unfamiliar words. In the last part of the assessment, students plan and write a paragraph in response to a prompt to explain their own point of view about wolves.

Mid-Unit 3 Assessment	**Revising Wolf Narrative Plans** This assessment centers on NYSP12 ELA CCLS W.3.3 and W.3.5. Students revise their plans for narratives about a problem faced by real wolves using teacher feedback and highlight the revisions they make.
End of Unit 3 Assessment	**Draft the Wolf Narrative** This assessment centers on NYSP12 ELA CCLS W.3.3. Students use their plans to draft a narrative about a problem faced by real wolves.

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Grade 3: Module 3B:
Performance Task

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Summary of Task

In this performance task, students have an opportunity to apply what they have learned about real wolves in Unit 2 with what they have learned about the characteristics of narratives in Unit 1, to write and illustrate a narrative with a realistic wolf character. Using facts and details gathered from *Face to Face with Wolves* (in Unit 2), they first plan their narratives by choosing a problem faced by real wolves, and then create a character profile of their main wolf character. Next, students plan their narratives incorporating what they have learned about real wolves and the problems they face. Students then receive critique and feedback from the teacher in order to revise and improve their plans. They then draft their narratives, creating a story rich with realistic details. Finally, they add illustrations to complete their performance task for this module. **This task addresses NYSP12 ELA CCLS W.3.3, W.3.4, W.3.5, L.3.1g, h, and i.**

Format

Written Narrative
Draft will be revised for sentence structure, adjectives, and adverbs.
Students will revise based on peer critique feedback.

Standards Assessed through This Task

- W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
  b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
  c. Use temporal words and phrases to signal event order.
  d. Provide a sense of closure.
- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
  h. Use coordinating and subordinating conjunctions.
  i. Produce simple, compound, and complex sentences.

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Student-Friendly Writing Invitation/Task Description
After reading folktales and fables about the wolf as a character in fiction and reading about real wolves in an informational text, write a story about a problem encountered by real wolves. Include descriptions of wolves and their actions based on facts and details from the text *Face to Face with Wolves*.
Key Criteria for Success (Aligned with NYSP12 ELA CCLS)
Below are key criteria students need to address when completing this task. Specific lessons during the module build-in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a rubric on which their work will be critiqued and formally assessed.
• Write descriptions of your wolf characters and their actions using the facts and details you learned about real wolves. • Base your story on a problem that real wolves face. • Write dialogue that shows what the characters are thinking and feeling. • Write a story where the order of events makes sense from beginning to end.

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Options for Students

- Students must write their narratives independently.
- Students could work with a partner to develop a plan for the story.
- Students could dictate their planning page.
- Students could use pictures in their planning page to support the development of their narrative.
- The narratives can be of varying length, depending on students' literacy and language skills.

Options for Teachers

- Teachers can put all stories together in one published anthology.
- Students can present their stories at an author's celebration.
- Students can create artwork to accompany their narratives.
- Students can present their writing to another classroom.
- Teachers can display students' writing in the school.

Resources and Links

- None

Central Text and Informational Texts

Ed Young, *Lon Po Po* (New York: Penguin Young Readers Group, 1989), ISBN 978-0-698-1132-4.

Jerry Pinkney, *Aesop's Fables* (San Francisco: Chronicle Books, 2000), ISBN 978-1-58717-000-3.

Jim and Judy Brandenburg, *Face to Face with Wolves* (Washington, D.C.: National Geographic Society, 2010), ISBN 978-1-4263-0698-3.

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Grade 3: Module 3B: Unit 1:
Overview

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Unit 1: The Wolf in Traditional Stories

In this first unit, students read folktales and fables to learn about and describe how the character of the wolf is depicted through traditional narratives. They also continue to build fluency skills through ongoing modeling, practice, and self-evaluation, based on provided criteria (see Preparation and Materials). In the first half of the unit, students closely read the folktale *Lon Po Po* (a Chinese retelling of "Little Red Riding Hood") to build their understanding of how the words, actions, and traits of the wolf and other characters contribute to a sequence of events that convey an important lesson to the reader. Students also determine the meaning of literal and non-literal language in the story and explore how specific aspects of the illustrations in *Lon Po Po* contribute to their understanding of the text. For the mid-unit assessment, students read a new folktale, "Fox and Wolf," and then answer selected-response and short answer questions about the characters, their actions, the lesson of the story, the meanings of unfamiliar terms, and how illustrations contribute to readers' understanding of the text.

In the second half of the unit, students read three fables that feature a wolf as the central character. As students read each fable, they continue to analyze the character of the wolf and are asked to form and support an opinion about the wolf based on their analysis. For the end of unit assessment, students first read a new fable, complete a Character chart, answer text-dependent questions, and determine the meaning of unfamiliar words and phrases using a variety of strategies and resources. Then, they write a three-to-five-sentence paragraph to express an opinion about the wolf in the story, support their point of view with reasons, and provide a concluding statement. This assessment also includes an optional fluency assessment, aligned with NYSP12 ELA CCLS RF.3.4.

Guiding Questions and Big Ideas

- **What lessons can be learned from traditional stories?**
- **Who is the wolf in fiction?**
- *Traditional stories can convey important lessons to the reader or listener.*
- *We can learn about wolves through literature and informational texts.*

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Mid-Unit 1 Assessment	**Selected Response and Short Answer Questions: "Fox and Wolf"** This assessment centers on NYSP12 ELA CCLS RL.3.1–4 and RL.3.7. Students read a new folktale, "Fox and Wolf." Then they respond to text-dependent and short answer questions that demonstrate their ability to recount the story, determine the central lesson, and describe the characters, as well as how their actions contribute to the sequence of events. Students are also asked to explain how the illustrations that accompany the folktale contribute to what is conveyed through words and to determine the meaning of unfamiliar literal and non-literal language.
End of Unit 1 Assessment	**Part 1: Character Analysis and Opinion Writing: "The Wolves and the Sheep"** This assessment has two parts. Part 1 centers on NYSP12 ELA CCLS RL.3.3, L.3.4, and W.3.1. Students read a new fable, "The Wolves and the Sheep," and then complete a Character chart to help them respond to text-dependent questions that ask them to describe the main characters and explain how their actions contribute to the sequence of events. Students also use a variety of strategies to determine the meaning of unfamiliar words and phrases from the story. Then they use the information they have gathered to write a three-to-five-sentence opinion paragraph that answers the questions: "What is the best word to describe the wolves in this story? Why?" Students will need to support their opinion with at least two reasons, use linking words, and provide a concluding statement. **Part 2: Reading Fluently** Part 2 focuses on RF.3.4, and is meant to build on fluency work from Modules 1 and 2. Students will read aloud one of three texts: "The Tricky Wolf and the Rats" (folktale, Lexile 620), "The Wolf and the Sheep" (fable, Lexile 700), or "The Wolf in the Park" (poem, Lexile 780). A range of Lexiled texts are provided to ensure students at varying levels of third-grade reading proficiency have access to a grade-level text that will allow them to demonstrate their personal level of fluent reading. Note that if your school and/or district already has an established fluency program, this assessment is optional, but recommended.

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Content Connections

This module is designed to address English Language Arts standards as students read literature and informational text about wolves. However, the module intentionally incorporates Social Studies Practices and Themes to support potential interdisciplinary connections to this compelling content. These intentional connections are described below.

Big ideas and guiding questions are informed by the New York State Common Core K–8 Social Studies Framework: http://engageny.org/sites/default/files/resource/attachments/ss-framework-k-8.pdf

Time, Continuity, and Change

3.8 Each community or culture has a unique history, including heroic figures, traditions, and holidays.

- 3.8a People in world communities use legends, folktales, oral histories, biographies, and historical narratives to transmit cultural histories from one generation to the next.
  - Students will examine legends, folktales, oral histories, biographies, and historical narratives to learn about the important individuals and events of each selected world community.
- 3.8b Arts, music, dance, and literature develop through a community's history.
  - Students will explore the arts, music, dance, and literature for each selected world community.

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Texts
1. Jerry Pinkney, *Aesop's Fables* (San Francisco: Chronicle Books, LLC, 2000), ISBN: 978-1-58717-000-3.
2. Ed Young, *Lon Po Po: A Red-Riding Hood Story From China* (New York: Penguin Putnam Books for Young Readers, 1996), ISBN: 978-0-698-11382-4.
3. Lynda Durrant Lemmon, "The Fox and the Wolf," in *Jack & Jill* (Vol. 58, Issue 1), Jan./Feb. 1996.
4. Aesop, "The Wolves and the Sheep," from Project Gutenberg, as found at: http://www.gutenberg.org/files/19994/19994-h/19994-h.htm#Page_110.
5. Ellen C. Babbitt, "The Tricky Wolf and the Rats," in *More Jataka Tales* (New York: D. Appleton-Century Company, 1922), as found at http://etc.usf.edu/lit2go/73/more-jataka-tales/4979/the-tricky-wolf-and-the-rats/.
6. Aesop, "The Wolf and the Lamb," from Project Gutenberg, as found at http://www.gutenberg.org/files/19994/19994-h/19994-h.htm#Page_42.
7. Richard Edwards, "A Wolf in the Park," from the Scottish Poetry Library, as found at http://www.scottishpoetrylibrary.org.uk/poetry/poems/wolf-park.

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This unit is approximately 2 weeks or 11 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Gallery Walk and Independent Reading: Wolves in Fiction and Fact	• I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1) • I can recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations. (RL.3.11) • I can self-select text based on personal preferences. (RL.3.11a) • I can engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing my own clearly. (SL.3.1)	• I can engage in collaborative discussions with peers. • I can ask and answer questions based on what I see and hear during a Gallery Walk. • I can select an independent reading text based on personal preferences.	• Tour notes (from Gallery Walk) • Appropriate independent reading selection based on personal preferences.	• Gallery Walk protocol • Guiding Questions anchor chart • Independent Reading Preferences anchor chart
Lesson 2	Close Reading: *Lon Po Po*, Pages 4–11	• I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1) • I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3) • I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. (RL.3.4) • I can explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. (RL.3.7)	• I can describe the characters in *Lon Po Po* and explain how their actions contribute to the sequence of events, on pages 4-11. • I can determine the meaning of words and phrases from *Lon Po Po*. • I can explain how illustrations in *Lon Po Po* contribute to my understanding of the story.	• Independent reading questions (from homework) • Text-Dependent Questions: *Lon Po Po*, pages 4–11 • Vocabulary cards	• Who Is the Wolf in Fiction anchor chart • Independent Reading Preferences anchor chart • Guiding Questions anchor chart

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 3	Close Reading: *Lon Po Po*, Pages 12–21	• I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1) • I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3) • I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. (RL.3.4) • I can explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. (RL.3.7)	• I can explain how the characters' actions contribute to the sequence of events on pages 12–21 of *Lon Po Po*. • I can determine the meaning of words and phrases from *Lon Po Po*. • I can explain how illustrations in *Lon Po Po* contribute to my understanding of the story.	• Fluency Self-Assessment (from homework) • Text-Dependent Questions: *Lon Po Po*, pages 12–21 • Vocabulary cards	• Back-to-Back, Face-to-Face protocol • Guiding Questions anchor chart • Who Is the Wolf in Fiction anchor chart
Lesson 4	Close Reading: *Lon Po Po*, Pages 22–31	• I can determine the central lesson and explain how it is conveyed through key details in the text. (RL.3.2) • I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3) • I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. (RL.3.4) • I can explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. (RL.3.7)	• I can explain how characters' actions contribute to the sequence of events that take place in *Lon Po Po*. • I can determine the meaning of words and phrases from *Lon Po Po*. • I can explain the lesson that is conveyed in *Lon Po Po* by referring to key details from the story.	• Fluency Self-Assessment (continued from Lesson 2 homework) • Text-Dependent Questions: *Lon Po Po*, pages 22–31 • Vocabulary cards	• Back-to-Back, Face-to-Face protocol • Guiding Questions anchor chart • Who Is the Wolf in Fiction anchor chart • Narrative Elements anchor chart

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 5	Mid-Unit Assessment: "Fox and Wolf" Selected Response and Short Answer Questions	• I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1) • I can determine the central lesson and explain how it is conveyed through key details in the text. (RL.3.2) • I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3) • I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. (RL.3.4) • I can explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. (RL.3.7)	• I can explain how characters' actions contribute to the sequence of events that take place in "Fox and Wolf." • I can determine the meaning of words and phrases from "Fox and Wolf." • I can explain the lesson that is conveyed in "Fox and Wolf" by referring to key details from the story.	• Mid-Unit 1 Assessment • Tracking My Progress, Mid-Unit 1 recording form	• Guiding Questions anchor chart • Who Is the Wolf in Fiction anchor chart • Narrative Elements anchor chart

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 6	Describing the Wolf in Fables: "The Wolf and the Lean Dog," Part 1	• I can determine the meaning of unknown words and phrases, choosing from a range of strategies. (L.3.4) • I can use sentence-level context as a clue to the meaning of a word or phrase. (L.3.4a) • I can determine the meaning of the new word formed when a known affix is added to a known word. (L.3.4b) • I can read with sufficient accuracy and fluency to support comprehension. (RF.3.4) • I can engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing my own clearly. (SL.3.1)	• I can work with peers to review and justify my responses to the Mid-Unit 1 Assessment questions, then revise as necessary based on group discussions and evidence from the text. • I can determine the meaning of words using context clues and known affixes.	• Fluency Self-Assessment (continued from Lesson 2 homework) • Mid-Unit 1 Assessment revisions • Vocabulary cards	• Guiding Questions anchor chart • Who Is the Wolf in Fiction anchor chart • Narrative Elements anchor chart • Back-to-Back, Face-to-Face protocol
Lesson 7	Describing the Wolf in Fables: "The Wolf and the Lean Dog," Part 2	• I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3) • I can write opinion pieces, supporting a point of view with reasons. (W.3.1) • I can read with sufficient accuracy and fluency to support comprehension. (RF.3.4)	• I can describe the characters in "The Wolf and the Lean Dog" and explain how their actions contribute to the sequence of events. • I can express an opinion about the wolf in this fable and support my opinion with reasons.	• Fluency Self-Assessment (continued from Lesson 2 homework) • Vocabulary cards • Character Analysis Chart and Text-Dependent Questions: "The Wolf and the Lean Dog"	• Guiding Questions anchor chart • Who Is the Wolf in Fiction anchor chart • Narrative Elements anchor chart

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 8	Describing the Wolf in Fables: "The Wolf in Sheep's Clothing"	• I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3) • I can determine the meaning of unknown words and phrases, choosing from a range of strategies. (L.3.4) • I can use sentence-level context as a clue to the meaning of a word or phrase. (L.3.4a) • I can use a known root word as a clue to the meaning of an unknown word with the same root. (L.3.4c) • I can use glossaries to determine or clarify the precise meaning of key words and phrases. (L.3.4d) • I can write opinion pieces, supporting a point of view with reasons. (W.3.1) • I can read with sufficient accuracy and fluency to support comprehension. (RF.3.4)	• I can determine the meaning of unknown words using context clues, known root words, and a glossary. • I can describe the characters in "The Wolf in Sheep's Clothing" and explain how their actions contribute to the sequence of events. • I can express an opinion about the wolf in this fable and support my opinion with reasons.	• Fluency Self-Assessment (continued from Lesson 2 homework) • Character T-chart (from homework) • Character Analysis Chart and Text-Dependent Questions: "The Wolf in Sheep's Clothing" • Vocabulary cards	• Guiding Questions anchor chart • Opinion Writing anchor chart • Narrative Elements anchor chart • Who Is the Wolf in Fiction anchor chart
Lesson 9	Describing the Wolf in Fables: "The Wolf and the Crane"	• I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3) • I can determine the meaning of unknown words and phrases, choosing from a range of strategies. (L.3.4) • I can write opinion pieces, supporting a point of view with reasons. (W.3.1) • I can read with sufficient accuracy and fluency to support comprehension. (RF.3.4)	• I can determine the meaning of words by choosing from a variety of strategies. • I can describe the characters in "The Wolf and the Crane" and explain how their actions contribute to the sequence of events. • I can express an opinion about the wolf in this fable and support my opinion with reasons.	• Fluency Self-Assessment (continued from Lesson 2 homework) • Character T-chart: "The Wolf and the Shepherd" (from homework) • Character Analysis Chart and Text-Dependent Questions: "The Wolf and the Crane" • Vocabulary cards	• Guiding Questions anchor chart • Opinion Writing anchor chart • Narrative Elements anchor chart • Who Is the Wolf in Fiction anchor chart

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 10	End of Unit 1 Assessment, Part 1: Character Analysis and Opinion Writing: "The Wolves and the Sheep"	• I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3) • I can determine the meaning of unknown words and phrases, choosing from a range of strategies. (L.3.4) • I can write opinion pieces, supporting a point of view with reasons. (W.3.1)	• I can determine the meaning of words by choosing from a variety of strategies. • I can describe the characters in "The Wolves and the Sheep" and explain how their actions contribute to the sequence of events. • I can express an opinion about the wolves in this fable and support my opinion with reasons.	• End of Unit 1 Assessment, Part 1 • Tracking My Progress, End of Unit 1 recording form	• Guiding Questions anchor chart • Narrative Elements anchor chart • Who Is the Wolf in Fiction anchor chart
Lesson 11	End of Unit 1 Assessment, Part 2: Reading Fluently	• I can read with sufficient accuracy and fluency to support comprehension. (RF.3.4)	• I can read an unfamiliar text accurately and fluently	• Fluency Self-Assessment (continued from Lesson 2 homework) • End of Unit 1 Assessment, Part 2	• Narrative Elements anchor chart • Who Is the Wolf in Fiction anchor chart

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Optional: Experts, Fieldwork, and Service

Experts:

- Invite a media specialist to help students explore various types of traditional stories—such as tall tales, fairy tales, porquoi stories, etc.—from around the world.

Fieldwork:

- Arrange for a trip to a local library and/or bookstore that has a large selection of traditional stories for students to explore through a "scavenger hunt" for various types of stories and/or particular titles of popular folktales, fairy tales, and tall tales.

Service:

- Have students choose a favorite folktale, fable, or other type of traditional story to practice and then read aloud to small groups, or entire classes, of younger students.

Optional: Extensions

- Extend students' work with *Aesop's Fables* by asking them to analyze the character traits and actions of other animal characters in comparison to the character of the wolf.
- Consider sharing stories from *Nelson Mandela's Favorite African Folktales*, edited by Nelson Mandela (New York: W.W. Norton & Company, 2007) with students.
- Consider allowing students to practice and perform a readers' theater version of a folktale, fable, or other type of traditional story (there are many options available on the internet and at various local libraries).
- Allow students to create a "puppet show" version of a story from *Aesop's Fables* to perform for peers, younger students, and/or family and community members.
- Coordinate with an art instructor and/or media specialist to help students create collages of imagery and text that show "Who is the wolf in fiction?" as a way to help them synthesize their learning after the final lesson in this unit.

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Preparation and Materials

- Each student will need a journal to use throughout this module (starting in Lesson 1), as well as a metal ring (1–2 inches in diameter) to hold vocabulary cards (introduced in Lesson 2).
- Review the Unit 1 Recommended Texts list and work with a media specialist to locate a variety of independent reading books for students to choose from in Lesson 1.
- In Lesson 1, students participate in a Mystery Gallery Walk. Review this lesson in advance for suggestions about how to set up the "tour station stops" for students to visit during the Gallery Walk. Note that one suggestion is to create a station of wolf artifacts, such as pelts, teeth, bones, sculptures, etc. This is *optional*, as these objects may be difficult to locate. However, depending on your location, resources may be available through a local high school, university, wildlife education center, and/or your local parks and recreation department.
- Be sure to have a small whiteboard and whiteboard marker for each student to use during Lesson 8.

Fluency Work

- There is an option to assess students' fluent reading skills in Lesson 10. Therefore, a variety of strategies for helping students continue to develop fluent reading skills have been embedded throughout lessons (i.e., choral reading, whisper reading, fluency practice, and self-evaluation through reading and rereading, etc.). Before beginning the first lesson of this unit, consider introducing (or reviewing) the criteria described on the fluency self-assessment (see Fluency Resource "Fluency Self-Assessment" and "Introducing the Fluency Self-Assessment") by asking students to listen to and evaluate short folktales read aloud for fluency using the rubric. Sample folktales are available at the following links:
  - "The Otters and the Wolf," found at http://etc.usf.edu/lit2go/73/more-jataka-tales/4972/the-otters-and-the-wolf/
  - "The Lion in Bad Company," found at http://etc.usf.edu/lit2go/73/more-jataka-tales/4971/the-lion-in-bad-compan
- It will be important to meet with students at least twice prior to Part 2 of the end of unit assessment, to help them:
  1. Establish appropriate fluency goals and strategies for acquiring those goals;
  2. Monitor and reflect on their progress toward fluency goals;
  3. Refine fluency goals as needed.
- For additional ideas, see the Fluency Resource in the stand-alone Foundational Reading and Language Standards Resource Package for Grades 3–5 on EngageNY.org.
- Note that it may not be possible to assess all your students' fluent reading skills during Lesson 10. Think about other times during the day or school week when the assessment could be administered. If the fluency assessment is conducted over the course of two or more days, it will important to use a different text on each successive day. If students discuss fluency passages with others who have not yet been assessed, it will interfere with the authenticity of ongoing assessments. Three texts, Lexile range 620–780 have been provided (see Lesson 10) to ensure students at varying levels of reading ability have an opportunity to demonstrate their fluent reading skills with an appropriate grade-level text.

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Grade 3: Module 3B: Unit 1:
Recommended Texts

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The list below includes texts with a range of Lexile® text measures about wolves in fiction: folk tales, fairy tales, and fables. This provides appropriate independent reading for each student to help build content knowledge about the topic. Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

It is imperative that students read a high volume of texts at their reading level in order to continue to build the academic vocabulary and fluency demanded by the CCLS.

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile measures that correspond to Common Core Bands: below grade band, within band, and above band. Note, however, that Lexile® measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Common Core Band Level Text Difficulty Ranges:
(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grades 2–3: 420–820L
- Grades 4–5: 740–1010L

Title	Author and Illustrator	Text Type	Lexile Measure
Lexile text measures below band level (under 420L)			
Betsy Red Hoodie	Gail Carson Levine (author) Scott Nash (illustrator)	Literature	210
The Three Little Pigs: The Graphic Novel	Lisa Trumbauer (author) Aaron Blecha (illustrator)	Graphic Novel	340
Anansi and the Moss-Covered Rock	Eric A. Kimmel (author) Janet Stevens (illustrator)	Literature	380
Who's in Rabbits House?	Verna Aardema (author) Leo and Diane Dillon (illustrators)	Literature	390

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Title	Author and Illustrator	Text Type	Lexile Measure
Lexile text measures within band level (420–820L)			
There's a Wolf at the Door	Zoe Alley (author) R.W. Alley (illustrator)	Literature	490
The Boy Who Cried Wolf	B.G. Hennessey (author) Boris Kulikov (illustrator)	Literature	500*
Wolf! Wolf!	John Rocco (author, illustrator)	Literature	550*
The Wolf's Chicken Stew	Keiko Kasza (author)	Literature	570*
Wolf of Gubbio	Michael Bedard (author) Murray Kimber (illustrator)	Literature	730*
Wolf Stories: Myths and True-Life Tales from around the World	Susan Strauss (author) Gary Lund (illustrator)	Literature	780*
Lexile text measures above band level (over 820L)			
Little Red Riding Hood	Jerry Pinkney (author)	Literature	840
The Woman Who Lived with Wolves: & Other Stories from the Tipi	Paul Goble (author, illustrator)	Literature	930

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*Lexile based on a conversion from Accelerated Reading level.

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 1: Lesson 1

Gallery Walk and Independent Reading: Wolves in Fiction and Fact

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1) I can recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations. (RL.3.11) I can self-select text based on personal preferences. (RL.3.11a) I can engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing my own clearly. (SL.3.1)	
Supporting Learning Targets	**Ongoing Assessment**
• I can engage in collaborative discussions with peers. • I can ask and answer questions based on what I see and hear during a Gallery Walk. • I can select an independent reading text based on personal preferences.	• Tour notes (from Gallery Walk) • Appropriate independent reading selection based on personal preferences.

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Agenda	Teaching Notes
1. Opening A. Engaging the Reader and Introducing Learning Targets (5 minutes) 2. Work Time A. Mystery Gallery Walk (30 minutes) B. Independent Reading Selection (20 minutes) 3. Closing and Assessment A. Debrief and Reviewing Learning Targets (5 minutes) 4. Homework A. Read independently for at least 20 minutes; respond to the independent reading questions.	• In this lesson, students participate in a variation of the Gallery Walk protocol. The Gallery Walk in this unit is introduced as a "mystery," so it is important not to tell students they will be studying wolves. Establishing a sense of mystery to kick off the module not only provides engagement but also allows students to develop and make inferences based on what they see, hear, and feel during the Gallery Walk experience. If, for some reason, students are already aware of the module topic, conduct the activity as indicated, but follow up with questions such as: "What does this make you think about wolves?" • In Work Time A, students take a "tour" of the gallery with group members, and make "tour stops" to record what they see, hear, and feel at each station (see supporting materials for station ideas). If you were not able to obtain objects for students to touch, you may eliminate this option. Because there are only three stations, groups will either need to "pair-up" (so there may be eight or more students at each station), or you may want to create two of each station (six total) so students can spread out. (Other options include allowing students to choose just two stations to visit instead of all three, or setting up more than three stations for students to choose from. As you determine the number and types of stops to set up for the tour, be sure to provide a variety of sensory experiences to address diverse learning styles.) After the gallery tour, students discuss details from their notes to help them ask questions and make an inference about what they might learn in the first two units of this module: how wolves are portrayed in fiction and what wolves are like in real life. • In Work Time B, students generate ideas about preferences for selecting independent reading texts. This builds on work from Modules 1 and 2, where students evaluated and developed their "reading superpowers." Students' ideas are recorded onto an anchor chart for reference throughout the module. • In advance: – Place students in heterogeneous groups of four, for the duration of this unit. Consider having stronger readers work with struggling readers to support all students' ability to access the texts in this unit. However, use caution when placing students who have *large discrepancies* in their reading abilities together, as this may cause embarrassment or frustration. Prepare a list of student groups.

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Agenda	Teaching Notes (continued)
	– Review Gallery Walk protocol (see Appendix). – Set up three "tour stops" (see supporting materials). – Determine whether you will use the Conversation Criteria from Module 1, Shared Discussion protocol from Module 2, or if you will create a new Group Norms anchor chart for students to refer to and use during group work and discussions throughout this module. – Create Independent Reading Preferences anchor chart (see example in supporting materials). – Create Guiding Questions anchor chart to reveal at the end of Work Time A. • Post: Learning targets; Independent Reading Preferences anchor chart; list of student groups.

Lesson Vocabulary	Materials
engage, collaborative discussions, oral tradition, lesson, based on, select, personal preferences	• Tour stop stations (suggestions, for teacher reference; see Teaching Notes) • Journals (one per student; new notebook with lined-paper; supplied by teacher) • Tour notes (one per student) • Glue, tape, or staples (for each student) • Guiding Questions anchor chart (new; teacher-created) • Independent Reading Preferences anchor chart (example, for teacher reference) • Independent reading books (a variety for students to choose from; see Teaching Notes) • Independent reading questions (one per student)

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Opening	Meeting Students' Needs

A. Engaging the Reader and Introducing Learning Targets (5 minutes)
• Be sure to have prepared three or more stations in advance, based on the **tour stop stations (suggestions, for teacher reference)**.
• Bring students together whole group. Tell them that today they are going to become detectives and participate in a Mystery Gallery Walk to help them make an inference about what they might learn about in this module. Then, they will have an opportunity to choose a new independent reading book.
• Focus students on the learning targets and ask them to chorally read each one aloud with you:
  * "I can engage in collaborative discussions with peers."
  * "I can ask and answer questions based on what I see and hear during a Gallery Walk."
  * "I can select an independent reading text based on personal preferences."
• Underline the key words and phrases in each target: *engage*, *collaborative discussions*, *based on*, *select*, and *personal preferences*.
• Then, focus students on the first target and ask:
  * "Based on previous work with peers, what do you think it means to 'engage in collaborative discussions'?"
• Invite students to consider the question and then discuss their thinking with a nearby peer.
• After 1 minute, cold call a few students to share out. Answers will vary, but listen for students to make connections to "conversation criteria" and/or "shared discussions" from previous modules.
• Direct students' attention to the second target and ask them to consider and discuss with a different nearby peer:
  * "How could you restate this target in your own words?"
• After 1 minute, cold call a few student pairs to share their ideas whole class.
• Focus students on the final target and the phrase "personal preferences." Ask students to briefly discuss with one or the other of their previous partners:
  * "What do you think 'personal preferences' means?"
• After 1 minute, invite a few students to share their thinking aloud. Listen for something like: "Personal preferences means what I want or what I like." If students are not able to articulate the meaning of "personal preferences," clarify for them.
• Distribute a new **journal** to each student, then direct students to join their assigned groups (posted in advance).
	• To support ELLs and visual learners, locate and display pictorial representations of key terms from the targets.
	• To support second language learners, write familiar synonyms for key terms or students' restated versions of targets above each target

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Work Time	Meeting Students' Needs
A. Mystery Gallery Walk (30 minutes) • Explain (or review) Gallery Walk protocol with students. Remind them that this Gallery Walk is a "mystery" because they will need to use what they see, hear, and feel to help them figure out what they might learn in this module. • Point out the tour stops and the materials at each station. Explain that groups will rotate around to each of the three tour stops, where they will read, view, listen, and/or touch a variety of materials that can help them solve the mystery: What will we be learning about in this module? • Distribute the **tour notes** and ask students to **glue, tape, or staple** it onto first blank page in their journals. Read through the tour notes with students and answer any clarifying questions. • Assign groups to stations, then ask them to quickly move to the appropriate area of the room. • Provide the following directions: 1. With group members, read the directions at your station. Ask any clarifying questions. 2. You will have 5 or 6 minutes to follow the directions and fill in the first row of your tour notes. 3. Prepare to rotate to the next tour stop by returning the materials at your station to their original position(s). 4. When your teacher gives the signal, move to the next tour stop and repeat the first three steps. 5. Once you have been to all three stops, review your notes to help you discuss and complete the statement at the bottom of your tour notes page: "Based on what I saw, heard and touched, I think we will be learning about ___." • Clarify directions as needed, then ask students to begin. Circulate to offer support and guidance. • After 5 or 6 minutes, signal students to finish resetting their stations and move to the second tour stop. Once students are settled at their new stations, ask them to begin. Continue to circulate and offer guidance. • After 5 or 6 minutes, signal students to once again finish cleaning up their stations and rotate to the third tour stop. Once students are ready, ask them to begin. • After 5 or 6 minutes, ask students to wrap up group discussions and finalize their tour notes, then focus them on the statement at the bottom of their tour notes once again: "Based on what I saw, heard and touched, I think we will be learning about ___." • Direct students to review their tour notes, think about what they saw, heard, and/or touched at each station, and then discuss with group members what they think they will be learning about in this module and why.	• Consider posting the tour directions for student reference. • For students who struggle with writing, consider allowing them to create pictorial representations of their thinking in the tour notes or provide a scribe for them to dictate ideas to.

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Work Time (continued)	Meeting Students' Needs
• After 2 or 3 minutes, invite members from multiple groups to share their ideas whole class. Answers will vary depending on which stations were created, but listen for suggestions like: – "I think we will learn about stories that have wolves in them, and what wolves are like in stories, because I saw pictures that looked like they were from story books and the quotes were from stories and had setting, characters, and dialogue"; – "I think we will be learning about real wolves because there were charts, graphs, photos, and videos of wolves in the wild, where they live, and what they look like"; etc. • Confirm or clarify students' thinking by explaining that in this unit they will get to read stories where wolves are the central characters. In Unit 2, they will learn about what wolves are like in real life so that in Unit 3, they can use what they have learned to create their own stories about wolves. • Then, reveal and read aloud the questions on the **Guiding Questions anchor chart:** * "What lessons can be learned from traditional stories?" * "Who is the wolf in fiction?" • Explain to students that the traditional stories they will read in this unit all have a wolf as the central character and include the folktale *Lon Po Po*, which is a very old (traditional) story from China, as well as a variety of *Aesop's Fables*, which were also written a very long time ago. Tell students that beginning in the next lesson, they will learn more about folktales and fables and how they were passed from one generation to the next through the use of "*oral tradition*" (stories shared verbally rather than read) in order to convey a "*lesson*" (important message, moral) to the listener.	

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Work Time (continued)	Meeting Students' Needs

B. Independent Reading Selection (20 minutes)
• Refocus whole group. Direct students' attention to the posted **Independent Reading Preferences anchor chart**.
• Underline the phrase "personal preferences" and ask a few students to share out what they recall from the Opening about the meaning of these words. If students have difficulty remembering what "personal preferences" means, clarify for them.
• Within groups, ask students to discuss questions such as:
  * "What types of books do you prefer to read?"
  * "What types of characters do you prefer?"
  * "What types of settings (time and place) do you prefer to read about?"
• After 3 or 4 minutes, cold call members from each group to share their thinking aloud with the class. Record students' ideas on the anchor chart.
• Then, show students the **independent reading books** they have to choose from and ask them to refer to the anchor chart to help them make an appropriate independent reading selection, based on personal preferences.
• Clarify as needed, then ask students to review and choose a book. Circulate to support and offer guidance by posing questions like:
  * "What interests you about this book?"
  * "How did you figure out if this book would be interesting to you?"
  * "Do you think this book will present any challenges for you? What types of support would help you overcome (a) challenge(s)?" (e.g., audio or large print version of the text)
• After 10 minutes, invite a few students to share out whole group the book they chose and why they chose it.
	• For struggling readers who may have trouble selecting appropriate texts based on multiple preferences, consider asking them to choose one preference from the anchor chart to focus on as they make their selection.
	• If students are not able to choose a text in the time given, consider finding time later in the day for text selection.
	• Provide audio versions of texts, as available.

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Closing and Assessment	Meeting Students' Needs
A. Debrief and Reviewing Learning Targets (5 minutes) • Focus whole group. Ask students to consider and discuss with a nearby partner: * "Based on what you read, viewed, heard, and/or touched during the Gallery Walk today, what do you think will most interest you about this module?" • After 2 minutes, invite a few students to share their thinking whole class. • Then, redirect students' attention to the learning targets. Ask students to reread each one aloud with you, pausing between to show a thumbs-up or thumbs-down to demonstrate their level of mastery toward each target. • Preview homework. Distribute and read aloud the **independent reading questions** and answer clarifying questions as needed.	• For students who struggle to articulate their thinking aloud, consider providing a sentence starter such as, "I think the most interesting thing about this module will be_____."

Homework	Meeting Students' Needs
• Read your independent reading book for at least 20 minutes. • Complete your independent reading questions.	• Consider providing an audio recording and/or large print versions of texts to struggling readers, as available. • Allow struggling writers to dictate their reading responses to someone at home to scribe for them.

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 1: Lesson 1
Supporting Materials

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Tour Stop Stations
(Suggestions, for Teacher Reference)

Mystery Gallery Walk Teacher Directions:
In different areas of the classroom or another area of the school, create the "Images and Quotes" station as well as at least two of the other stations described below, for students to stop at during the Mystery Gallery Walk. Teacher directions are provided to offer guidance regarding how to set up each station.

Tour Stop: IMAGES and QUOTES

Teacher Directions: Print the following images and quotes from stories onto separate sheets of paper and/or index cards. Then either set them on a table for students to view and read or hang on the wall. Be sure to post the tour stop title and student directions.

Student Directions: View and read each of the following images, captions, and quotes. Then, discuss what you viewed and read with group members and record the tour stop title and your ideas in a blank row of your tour notes.

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IMAGES:

THE WOLF AND THE KID

Do not let anything turn you from your purpose.

The Project Gutenberg EBook of The Æsop for Children. "The Wolves and the Kid". Project Gutenberg, 2006. 42. Web. 2014.

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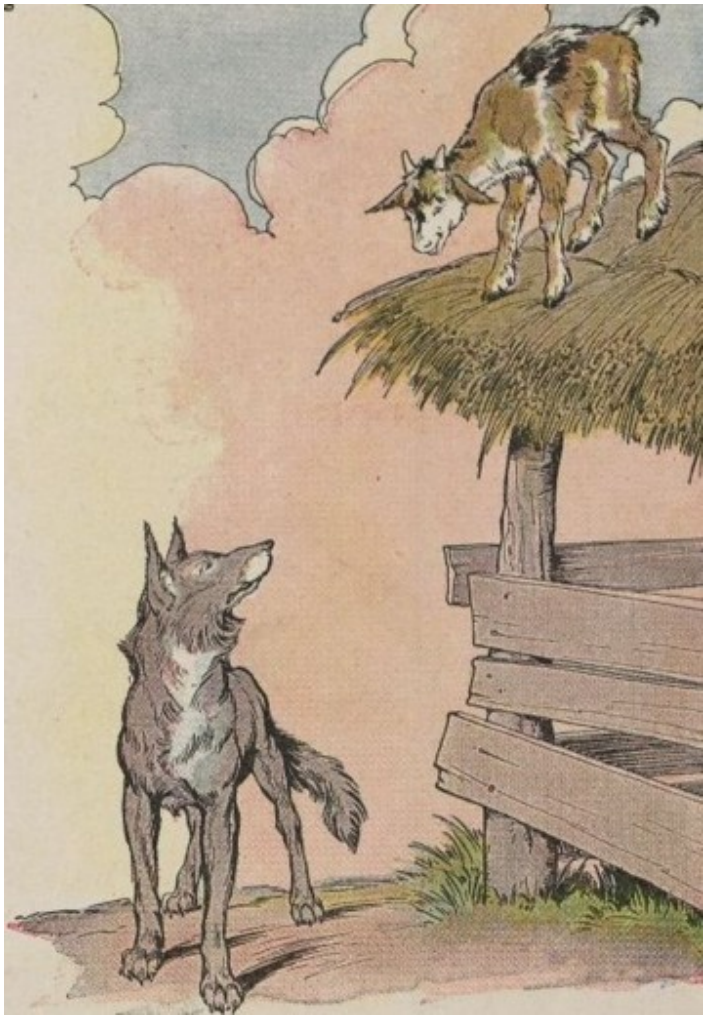
IMAGES:

THE KID AND THE WOLF



Do not say anything at any time that you would not say at all times.

The Project Gutenberg EBook of The Æsop for Children. "The Kid and the Wolf". Project Gutenberg, 2006. 42. Web. 2014.

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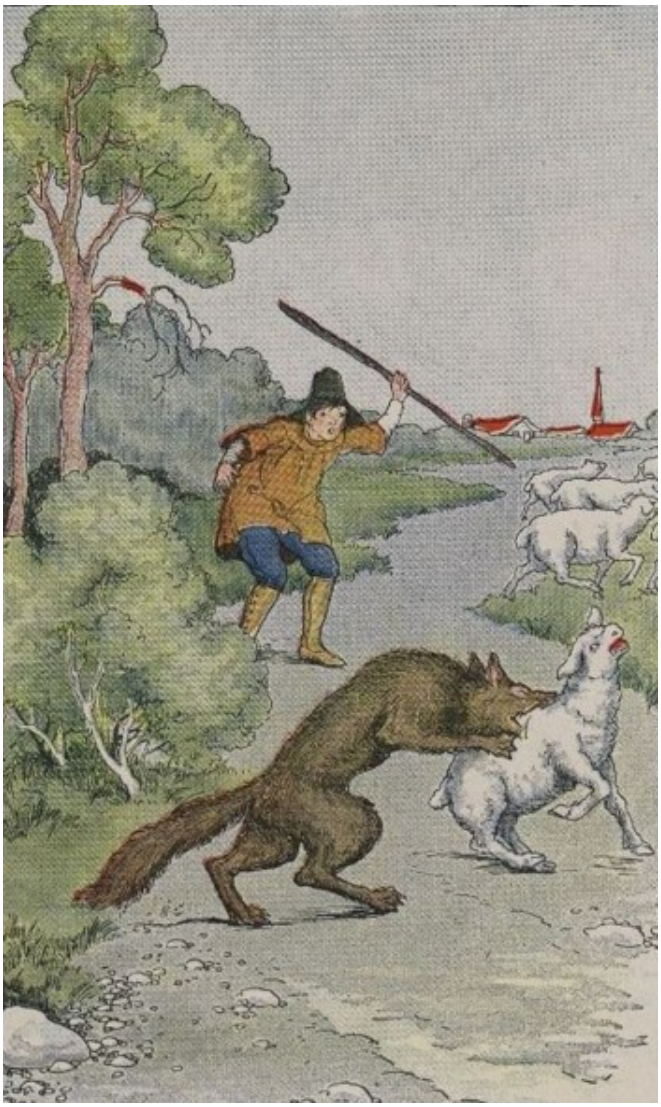
IMAGES:

THE SHEPHERD BOY AND THE WOLF



Liars are not believed even when they speak the truth.

The Project Gutenberg EBook of The Æsop for Children. "The Shepherd Boy and the Wolf". Project Gutenberg, 2006. 42. Web. 2014.

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IMAGES:

THE WOLF AND HIS SHADOW

Do not let your fancy make you forget realities.

The Project Gutenberg EBook of The Æsop for Children. "The Wolf and his Shadow". Project Gutenberg, 2006. 42. Web. 2014.

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QUOTES:

- "A crafty wolf, lurking under a sheep's skin..." (*Aesop's Fables*, Jerry Pinkney, book jacket)
- "'Wolf!' he shouted as loudly as he could. The animal growled and crept closer. 'Wolf!' 'Wolf!' cried the frightened boy, but no one came." (*Aesop's Fables*, Jerry Pinkney, p. 11)
- "A wolf who lived in the forest fell on hard times, and could barely catch enough food to keep from starving. Soon her ribs were showing through her coat, and she could hardly sleep at night for hunger." (*Aesop's Fables*, Jerry Pinkney, p. 48)
- "A wolf with a bone caught in his throat darted around the forest begging for help from every animal he saw. But, wary of his sharp fangs, none dared to come near." (*Aesop's Fables*, Jerry Pinkney, p. 69)
- "As a wolf lay hidden near a shepherd's home, he smelled a rich, mouthwatering fragrance in the air." (*Aesop's Fables*, Jerry Pinkney, p. 79)

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Tour Stop Stations
(Suggestions, for Teacher Reference)

Tour Stop: MUSICAL PERFORMANCE

Teacher Directions: Set up a computer with speakers for students to view and listen to a clip from the beginning of the Vancouver Symphony Orchestra's performance of "Peter and the Wolf," found at http://www.youtube.com/watch?v=MfM7Y9Pcdzw (0:00 to 1:33). Be sure to post the tour stop title and student directions.

Student Directions: With group members, view and listen to the clip of the Vancouver Symphony Orchestra's performance of "Peter and the Wolf," from the beginning to 1:33. Once you reach 1:33 of the video, pause, rewind to the beginning, and watch at least one more time, stopping at 1:33 a second time. After viewing and listening to the clip at least twice, discuss what you hear, see, and wonder with your group members. Record the tour stop title and your thinking about what you heard and saw in a new row of your tour notes.

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Tour Stop Stations
(Suggestions, for Teacher Reference)

Tour Stop: FACTS and DATA

Teacher Directions: Print the following data and record the facts onto separate index cards or sheets of paper. Then either set them on a table for students to view and read or hang them on the wall. Be sure to post the tour stop title and student directions.

Student Directions: View and read each of the following graphs, charts, and facts. Then discuss what you view and read with group members. After your group discussion, be sure to record the tour stop title and your thinking about what you viewed and read in a new row of your tour notes.

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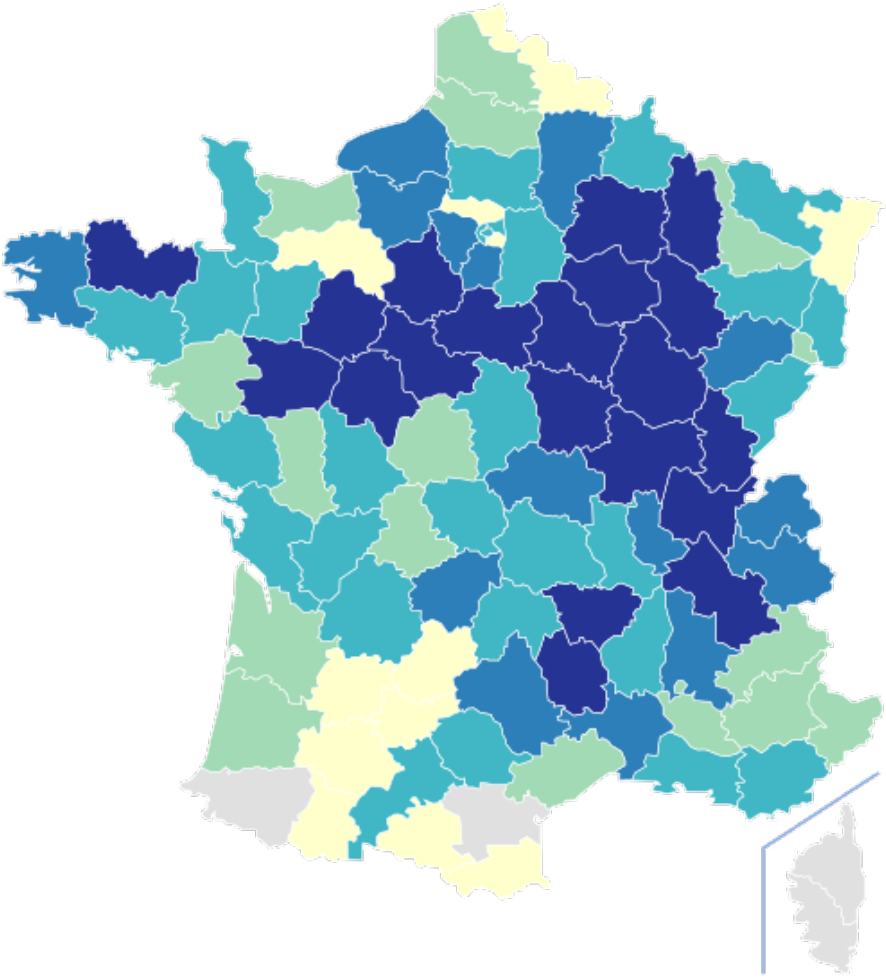
Tour Stop Stations
(Suggestions, for Teacher Reference)

Map of wolf attacks on humans in France (from 1400 to 1918)



1 to 9 cases
10 to 19 cases
20 to 49 cases
50 to 99 cases
More than 100 cases
No data

DewClouds. Public Domain

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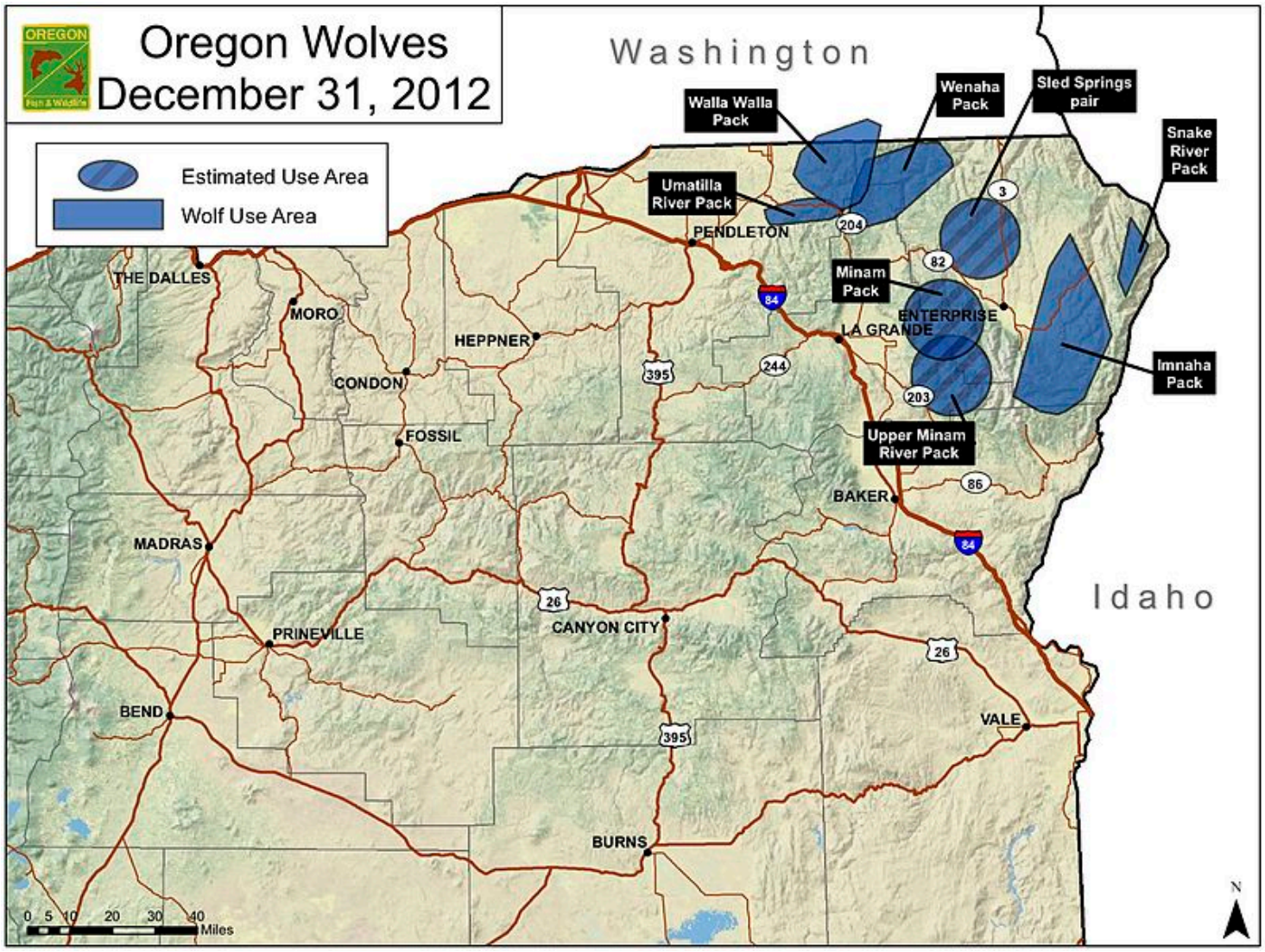
Tour Stop Stations
(Suggestions, for Teacher Reference)

Map of gray wolf packs in Oregon as of December 31, 2012

There are at least 53 individual wolves in the state.



Oregon Department of Fish and Wildlife. Public Domain

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Tour Stop Stations
(Suggestions, for Teacher Reference)

The larger skull is from a wild grey wolf. The smaller is from a Chihuahua. They are, in fact, considered the same species.

Dmccabe
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Tour Stop Stations
(Suggestions, for Teacher Reference)

The Gibbon wolf pack pauses in the snowy landscape.

Photo by Doug Smith National Park Service

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Tour Stop Stations
(Suggestions, for Teacher Reference)

Wolves (*Canis lupus*) at Polar Zoo in the municipality of Bardu, Troms County, Norway.

Taral Jansen http://creativecommons.org/licenses/by/2.0/deed.en

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Tour Stop Stations
(Suggestions, for Teacher Reference)

Wolf Range Map

Fast Facts
Type: Mammal
Diet: Carnivore
Average life span in the wild: 6–8 years
Size: Head and body, 36–63 inches (91–60 cm); Tail, 13–20 inches (33–51 cm)
Weight: 40–175 lbs. (18–79 kg)
Group name: Pack
Protection status: Endangered
Size relative to a 6-ft (2-m) man:

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Tour Stop Stations
(Suggestions, for Teacher Reference)

Gray wolves once populated large portions of North America, Europe, and Asia, but were hunted to near extinction. Their numbers have rebounded due to conservation and reintroduction efforts.

photo by hehaden http://creativecommons.org/licenses/by-nc/2.0/

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Tour Stop Stations
(Suggestions, for Teacher Reference)

Tour Stop: VIDEO CLIP "In the Valley of the Wolves"

Teacher Directions: Set up a computer with speakers for students to view and listen to a clip from the video "In the Valley of the Wolves," found at http://www.pbs.org/wnet/nature/episodes/in-the-valley-of-the-wolves/video-full-episode/4678/ (0:00 to 1:47). Be sure to post the tour stop title and student directions.

Student Directions: With group members, view and listen to the video clip from "In the Valley of the Wolves," from the beginning to 1:47. Once you reach 1:47, pause, rewind to the beginning, and watch at least one more time, stopping at 1:47 a second time. After viewing and listening to the clip at least twice, discuss what you hear, see, and wonder with your group members. Record the tour title and your thinking about what you heard and saw in a new row of your tour notes.

Video used with permission.

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Tour Stop Stations
(Suggestions, for Teacher Reference)

Tour Stop: WOLF SOUNDS AUDIO

Teacher Directions: Set up a computer with speakers for students to listen to various audio recordings of "Wolf Sounds" from Wolfpark.org, found at http://wolfpark.org/animals/sounds/ ("Chorus Howl" 1–5 and "Fussing Puppies"). Be sure to post the tour stop title and student directions.

Student Directions: With group members, listen to the audio clips of wolves howling and new wolf pups (six audio clips total). After listening to each clip at least once, discuss what you hear and wonder about the sounds you heard with your group members. Record the tour title and your thinking about what you heard in a new row of your tour notes.

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Tour Stop Stations
(Suggestions, for Teacher Reference)

Tour Stop: WEBCAM VIDEOS OF WOLVES

Teacher Directions: Set up a computer with speakers for students to view and listen to the webcam feeds found on the Endangered Wolf Center website, found at http://www.endangeredwolfcenter.org/webcams/ (Mexican Gray Wolf Pack camera; Painted Dog Den cameras 1 and 2; Painted Dog Enclosure camera). Be sure to post the tour stop title and student directions.

Student Directions: With group members, view and listen to the four webcam videos from the Endangered Wolf Center website (Mexican Gray Wolf Pack camera; Painted Dog Den cameras 1 and 2; Painted Dog Enclosure camera). After viewing and listening to each webcam video at least once, discuss what you hear, see, and wonder with your group members. Record the tour title and your thinking about what you heard and saw in a new row of your tour notes.

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Tour Stop Stations
(Suggestions, for Teacher Reference)

Tour Stop: ARTIFACTS

Teacher Directions: Collect and display a variety of artifacts related to wolves that students can physically touch (see note in Unit Overview, Preparation and Materials). Place the artifacts on a table for students to touch and view. Be sure to post the tour stop title and student directions.

Student Directions: Look at and touch (pick up, hold, etc.) each of the artifacts. Then discuss what you see and touch with group members. After your group discussion, be sure to record the tour stop title and your thinking about what saw and touched in a new row of your tour notes.

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Tour Notes

Name:

Date:

Follow the directions at each tour stop and take notes below about what you see, hear, touch, and wonder, to help you solve the "mystery" of what we will be studying in this module.

Tour Stop (title)	What I see	What I hear	What I feel/touch (optional)	What I wonder

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Tour Notes

Based on what I saw, heard, and touched, I think we will be learning about

.

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Guiding Questions Anchor Chart
(Example, for Teacher Reference)

What lessons can be learned from traditional stories?

Who is the wolf in fiction?

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Independent Reading Preferences Anchor Chart

(Example, for Teacher Reference)

The italicized text in the chart indicates examples of ideas students might share. If students do not mention them during the whole group brainstorm at the beginning of Work Time B, consider adding them and/or other ideas you think are important to highlight for students.

Independent Reading Preferences
Characters in the story are interesting, funny, wild, kind, intelligent, athletic (etc.); easy to relate to, understand; similar to me (personality, looks, etc.); have interests, hobbies that are similar to my own. *Setting: Story takes place in the past, present, future; a setting that is familiar, completely unfamiliar, made-up, real; a real place I have visited and enjoyed; a place I have always wanted to visit (etc.)* *mystery;* *adventure;* *factual information mixed with made-up characters and/or settings;* *all make-believe characters;* *magic;* *chapters/no chapters;* *audio version available;* *many images/very few or no pictures;*

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Independent Reading Questions

After reading independently for at least 20 minutes, write responses to the questions below based on what you have read so far.

1. What do you like *most* about your independent reading book so far? Why?

2. Based on what you have read so far, do you think you would recommend this book to a friend? Why or why not?

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 1: Lesson 2

Close Reading: *Lon Po Po*, Pages 4–11

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1) I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3) I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. (RL.3.4) I can explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. (RL.3.7)	
Supporting Learning Targets	**Ongoing Assessment**
• I can describe the characters in *Lon Po Po* and explain how their actions contribute to the sequence of events, on pages 4-11. • I can determine the meaning of words and phrases from *Lon Po Po*. • I can explain how illustrations in *Lon Po Po* contribute to my understanding of the story.	• Independent reading questions (from homework) • Text-Dependent Questions: *Lon Po Po*, pages 4–11 • Vocabulary cards

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Agenda	Teaching Notes
1. Opening A. Reviewing Homework and Engaging the Reader (5 minutes) 2. Work Time A. Determining the Gist: *Lon Po Po*, Pages 4–11 (10 minutes) B. Close Read: *Lon Po Po*, Pages 4–11 (35 minutes) 3. Closing and Assessment A. Debrief: Who Is the Wolf in Fiction? (8 minutes) B. Reviewing Learning Targets (2 minutes) 4. Homework A. Reread pages 4–11 of *Lon Po Po* and self-assess fluency.	• In this lesson, students begin to read the folktale *Lon Po Po* closely. This close reading will continue in Lessons 3 and 4, as students develop their understanding of how the character of the wolf is portrayed in fiction and how illustrations can support readers' understanding of characters and events. Students also explore the meaning of literal and non-literal language, as well as how the characters' motivations, actions, and traits contribute not only to the sequence of events but also to the resolution of a problem. Students will use these close reading skills to understand the central lessons of the other stories about wolves they will read later in this unit. • During Work Time A, students read pages 4–11 of *Lon Po Po* to determine the gist, or what this section is mostly about. They do this before being led through a close reading in Work Time B. Reading for gist helps students get a general sense of what the first several pages of the story are about before deeper analysis of specific passages and language. • Note that in this and the next two lessons, students are occasionally asked to sketch key details and ideas from the story before discussing in groups and/or recording their thinking in writing. This type of work supports all learners but is particularly useful as a scaffold for visual and second-language learners, as it helps them focus on and more fully consider key details and ideas from *Lon Po Po* that are not already clearly expressed in the visual elements included in story. • During the debrief, the Who Is the Wolf in Fiction anchor chart is introduced. Students reflect on and synthesize their thinking from the close read to describe "who" the wolf is in fiction. Students will follow the same routine throughout this unit, which not only helps them to answer the guiding question ("Who is the wolf in fiction?"), but will also support their work in Units 2 and 3, as they learn about "who" the wolf is in fact and then develop their own narrative stories about a day in the life of a wolf. • Students need the "Fluency Self-Assessment" for homework. For more details, please see Unit 1 overview Preparation and Materials, and the stand-alone Foundational Reading and Language Standards Resource Package for Grades 3–5 on EngageNY.org.

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Agenda	Teaching Notes (continued)
	• In advance: – Create Who Is the Wolf in Fiction anchor chart. – Preview pages 4–11 of *Lon Po Po* and the Close Reading Guide. – Review Milling to Music and Thumb-O-Meter in Checking for Understanding Techniques (see Appendix). • Post: Learning targets; Independent Reading Preferences and Guiding Questions anchor charts; Who Is the Wolf in Fiction anchor chart.

Lesson Vocabulary	Materials
characters, actions, contribute, sequence, events, illustrations, understanding, disguised (6), journey (9), cunning (11)	• Independent Reading Preferences anchor chart (from Lesson 1) • Guiding Questions anchor chart (from Lesson 1) • Journals (one per student) • *Lon Po Po* (book; one per student) • Document camera • Text-Dependent Questions: *Lon Po Po*, pages 4–11 (one per student) • Index cards (three per student) • Close Reading Guide: *Lon Po Po*, pages 4–11 (for teacher reference) • Single-hole punch (one per student) • Metal ring (one per student; for vocabulary cards) • Who Is the Wolf in Fiction anchor chart (new; teacher-created; see Teaching Notes) • Tape, glue, or staples (for each student) • Fluency Self-Assessment (one per student; from Fluency Resource; see Unit 1 Preparations and Materials; also provided as a supporting material in this lesson, for ease of reference)

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Opening	Meeting Students' Needs

A. Reviewing Homework and Engaging the Reader (5 minutes)
• Ask students to take out the independent reading questions they completed for homework.
• Explain (or review) Milling to Music, then ask students to briefly "mill" to find a partner.
• Once students are paired, ask them to share their responses to each question with their partners.
• After 2 minutes, invite a few students to share their thinking whole group and add any relevant ideas to the **Independent Reading Preferences anchor chart**.
• Draw students' attention to the **Guiding Questions anchor chart** and ask them to chorally read each question aloud:
  * "What lessons can be learned from traditional stories?"
  * "Who is the wolf in fiction?"
• Explain to students that today they will begin a close read of the folktale *Lon Po Po*, which is a traditional story from China that has been passed down from one generation to the next for over 1,000 years. Tell students that long ago, people did not write down their stories; instead they shared them through what is called "oral tradition," which means to share a story aloud from memory rather than reading it from a book. Tell students that eventually, traditional stories like *Lon Po Po* were written down, which made it possible for them to be shared with people all over the world.
	• For students who struggle to share their thinking aloud, allow them to pass their question responses to their partners to read silently.
	• Use a map or globe to show students where China is and its relation to the United States and New York.

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Work Time	Meeting Students' Needs
A. Determining the Gist: *Lon Po Po*, Pages 4–11 (10 minutes) • Ask students to take out their **journals** and join their groups (from Lesson 1). Remind students of group norms (discussion criteria) as needed. • Distribute a copy of ***Lon Po Po*** to each student and allow them to conduct a quick Book Walk to examine the front and back cover and each page. • After 1 or 2 minutes, invite a few students to share what they notice and wonder about the book. Listen for ideas like: – "I notice the cover says 'a red riding hood story from China' which makes me wonder if this story is like the little red riding hood story I know"; – "I notice a picture of a wolf, so I wonder what the wolf in the story will do/is like"; – "I notice children, so I wonder if the wolf and the children will have a problem," etc. • Tell students that they are going to closely read sections of this book in this and the next two lessons, and that today they will focus only on pages 4–11. • Ask students to notice that there are no page numbers in the book, and explain that they will need to add page numbers so they can keep track of where they are in the story. • Use a **document camera** to model for students how to number the pages of their books (lightly with pencil), by turning to the title page and writing a "1" in the lower right-hand corner of the page. Continue with "2" and "3" on the dedication pages, ending with page "32." • Once students have numbered their pages, ask them to turn to page 4. Tell students to follow along silently and try to determine the gist as you read pages 4–11 aloud. • Once students are ready, begin with "Once, long ago ..." and end on page 11 with, "Shang listened through the door.... The Wolf did not answer." (Use this as an opportunity to model criteria described on the fluency self-assessment; as time allows, ask students to point out strong examples of how you read with fluency.) • After reading pages 4–11 aloud, ask students to think about and then discuss in groups: "What is the gist of pages 4–11 of *Lon Po Po*? Why do you think so?"	• For students who struggle with organization, consider numbering some or all of their book pages in advance. • Provide sentence frames to support students who struggle with expressing their ideas aloud. Example: "I think the gist of pages 4–11 is ___ because ___." • Allow students who struggle with writing to dictate their gist statement to you or a peer to scribe for them.

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Work Time	Meeting Students' Needs
• After 1 or 2 minutes, cold call a few groups to share their thinking with the class. Listen for: "I think the gist of pages 4–11 is that a wolf wants to get into the children's house, because he knocks on their door and pretends to be their grandmother," or similar suggestions. • Ask students to turn to the next clean page in their journals and record the gist of pages 4–11. Then tell students to prepare for a closer read of the pages in the next part of Work Time.	
B. Close Read: *Lon Po Po*, Pages 4–11 (35 minutes) • Focus students' attention on the posted learning targets and ask them to read each one aloud with you: ∗ "I can describe the characters in *Lon Po Po* and explain how their actions contribute to the sequence of events." ∗ "I can determine the meaning of words and phrases from *Lon Po Po*." ∗ "I can explain how illustrations in *Lon Po Po* contribute to my understanding of the story." • Focus students' attention on and circle the words *characters*, *actions*, *contribute*, *sequence*, and *events*. • Tell students to briefly discuss in groups what they know about the meaning of each of these key terms from the first target. • After 1 minute, invite a few volunteers to share their thinking whole group. Listen for: – "*Characters* are the people/animals in the story." – "*Actions* are what the characters do." – "*Contribute* means to cause something or be a part of making something happen." – "*Sequence* means the order that things happen in (first, second, next, etc.)." – "*Events* are (important) things that happen in the story." • If students are not familiar with these terms, define for them. Then ask students to think about and discuss with group members how they could restate the first target in their own words. • After 1 minute, invite a few volunteers to share a restated version of the first target whole group. • Focus students' attention on the second target and ask: "What strategies can you use to determine the meaning of words and phrases you may not know the meaning of?" • Allow students 1 minute to discuss ideas within groups, then cold call a few groups to share out. (Answers will vary, but listen for students to mention strategies they have used in previous modules to determine the meaning of unfamiliar terms.)	• To support ELLs and visual learners, write familiar synonyms and/or pictorial representations of key terms from the targets. • See suggested accommodations in the Teaching Notes column of the Close Reading Guide (e.g., define key terms that may interfere with students' understanding of relevant content as needed). • Consider working with a small group of students who may need more support understanding key terms and ideas conveyed through the text and illustrations, and/or crafting responses to the questions. • Provide a scribe for students who struggle to record their thinking in writing, or consider allowing them to record their responses into a recording device.

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Work Time (continued)	Meeting Students' Needs

• Underline the key terms from the third target: *illustrations* and *understanding*. Ask students to briefly discuss in groups what they know about the meaning of these terms.
• Then, invite a few volunteers to share their thinking with the class. Listen for students to mention that "illustrations are pictures (drawings, photos, images)" and that "understanding means you have the ability to explain something," or "you 'get it.'" If students are not familiar with these words, define for them.
• Tell students that during the close read of pages 4–11, they will work collaboratively with group members to read and respond to text-dependent questions that help them describe the characters, their actions, and key events, as well as determine the meaning of key terms and analyze the illustrations in *Lon Po Po*.
• Set purpose by further explaining that this type of work will help students to answer the guiding questions of this unit:
  * "What lessons can be learned from traditional stories?"
  * "Who is the wolf in fiction?"
• Distribute **Text-Dependent Questions: *Lon Po Po*, pages 4–11** and **index cards** to each student. When students are ready, lead them through a close read of pages 4–11 using the **Close Reading Guide: *Lon Po Po*, pages 4–11 (for teacher reference)**. Discuss and monitor student responses to each question, and model strategies for navigating complex sections of the text as needed.
• After completing the close read, distribute a **single-hole punch** and **metal ring** to each student. Direct students to punch a hole in the upper left-hand corner of each of their index cards and then add the cards to their metal rings. Explain to students that they will use with these vocabulary cards throughout the module to help build their understanding of key terms and to refer to later on when they begin writing their own wolf stories.	

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Closing and Assessment	Meeting Students' Needs
A. Debrief: Who Is the Wolf in Fiction? (8 minutes) • Refocus students' attention on the posted **Who Is the Wolf in Fiction anchor chart**. Ask students to talk with nearby partners: "How would you describe the wolf in this fictional story so far? Why?" • After 1–2 minutes, invite a few students to share their thinking aloud. Listen for ideas such as: – "The wolf in this story is sneaky because he waits for the mother to leave before going to the house." – "The wolf is a liar because he pretends to be the children's Po Po; he lies to them." • Record students' thinking on the Who Is the Wolf in Fiction anchor chart and tell students they will continue to revisit this chart as they read more of this and other stories in this unit, which will support their ability to answer the guiding questions and work they will do later in the module. • Ask students to **tape, glue, or staple** their independent reading questions and responses onto the next blank page in their journals.	• Provide sentence starters and frames as needed, so all students can participate in class discussions.
B. Reviewing Learning Targets (2 minutes) • Ask students to chorally read each of the learning targets aloud, pausing between to use a Thumb-O-Meter to demonstrate their level of mastery toward each target. • Distribute the **Fluency Self-Assessment** and explain to students they will reread pages 4–11 of *Lon Po Po* for homework, self-evaluate their fluency, and set a personal fluency goal.	

Homework	Meeting Students' Needs
• Reread pages 4–11 of *Lon Po Po* aloud in front of a mirror. Self-assess your fluent reading skills using the Fluency Self-Assessment. • Choose ONE area of fluent reading to practice (e.g., rate and accuracy or phrasing and punctuation, etc.) and draw a star in that row to show this is what you will work on. • Reread pages 4–11 of *Lon Po Po* aloud in front of the mirror at least two more times, to practice mastering the ONE area of fluency you starred.	• For students who struggle with goal setting, find another time during the day to help them identify and establish an appropriate fluency goal. • If available, provide an audio recording of *Lon Po Po* for struggling readers to read along with to practice their fluency skills.

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 1: Lesson 2
Supporting Materials

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Text-Dependent Questions:
Lon Po Po, Pages 4–11

Directions	**Questions**
Look at the illustration on **pages 4–5**, then chorally whisper read page 5 with group members. Look back to the illustration and text to help you answer each question.	What is the *setting* of this story? *When* and *where* does this story take place? What *characters* are introduced on the first two pages? List two things that the *illustration* helps the reader understand about the *characters* and *setting* of the story. (RL.3.7) What does the mother tell her children to do at sunset?

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Text-Dependent Questions:
Lon Po Po, Pages 4–11

Directions	**Questions**
With group members, view the four illustrations across **pages 6–7**, then discuss what you think the illustrations are trying to show the reader. Follow along silently as your teacher reads page 6 aloud. Review the questions on the right, then look back to the illustrations and text to help you respond to each question.	How is the character of the wolf described? _____ _____ Write the word *disguised* on an index card. Use the illustration and the text to help you develop and record a definition for "disguised" onto the back of your index card. (RL.3.4) If time allows, draw a picture of how the wolf is "disguised" on the back of your index card. Draw a quick sketch of what the wolf says and does to try and get into the house.

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Text-Dependent Questions:
Lon Po Po, Pages 4–11

Directions	Questions
	Draw a quick sketch of what the wolf says and does to try and get into the house. The first sentence on page 6 says, "But an old wolf lived nearby and saw the good mother leave." What do you wonder about the wolf's motivation for going to the house? _____ _____

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Text-Dependent Questions:
Lon Po Po, Pages 4–11

Directions	Questions
Independently read **page 9** and look at the illustrations on pages 8–9. Then, with group members, discuss your thinking about the questions on the right.	In the larger box below, sketch a picture to show the wolf's reaction to the news that the good mother has gone to visit Po Po. In the smaller box below your sketch, write a one or two sentence caption that explains the wolf's reaction. Based on the illustration on pages 8–9, what word would you use to describe the wolf? Why? (RL.3.7) Based on the illustration on page 8, what word would you use to describe the children? Why? (RL.3.7)

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Text-Dependent Questions:
Lon Po Po, Pages 4–11

Directions	Questions
	Why would Shang ask, "How is it you come so late?" instead of unlatching the door for "Po Po" right away? Explain your thinking.

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Text-Dependent Questions:
Lon Po Po, Pages 4–11

Directions	Questions
With group members, chorally read **page 11**, then discuss the details you notice in the illustration across pages 10–11. Record an answer to each question.	How does the wolf explain why his voice is so low? The author uses the word *cunning* to describe the wolf. Record the word "cunning" onto an index card. Based on what you have read and viewed so far, what do you think the word "cunning" means? Record a definition and sketch an example of how the wolf is "cunning," on the back of your index card. On page 11 we learn that Tao and Paotze unlatch and open the door because they "... could not wait." What could they not wait for? Draw a quick sketch to show what the wolf does the moment he enters the door.

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Text-Dependent Questions:
Lon Po Po, Pages 4–11

Directions	Questions
With group members, chorally read **page 11**, then discuss the details you notice in the illustration across pages 10–11. Record an answer to each question.	Why do you think the wolf would blow out the candle? Explain your thinking.
Synthesis: With group members, refer to pages 4–11 and your responses to all of the above questions to help you answer the questions on the right.	What KEY events have taken place so far? Based on what the wolf has said and done so far, what word other than "cunning," would you use to describe him? Why?

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Close Reading Guide:
Lon Po Po, Pages 4–11
(For Teacher Reference)

Total Time: 35 minutes

Directions	Questions	Close Reading Guide
Look at the illustration on **pages 4–5**, then chorally whisper read page 5 with group members. Look back to the illustration and text to help you answer each question.	What is the *setting* of this story? *When* and *where* does this story take place? What *characters* are introduced on the first two pages? List two things that the *illustration* helps the reader understand about the *characters* and *setting* of the story? (RL.3.7) What does the mother tell her children to do at sunset?	Ask students to whisper read page 5. Once they finish reading, focus them on the first question and define "setting" (where and when/time and place) if necessary. Ask students what the setting of this story is and listen for: *once, long ago, in the country* Tell students to record their answer to the first question, then read aloud the second question (clarify the meaning of the word "introduced" if needed). Then listen for students to share out: *The characters introduced on page 5 are a woman (good mother) and three children, Shang, Tao, and Paotze.* Direct students to record a response to the second question. Then, focus students on the third question and ask them to discuss and then record their thinking. After 1 or 2 minutes, cold call a few students to share their answers aloud. Listen for: *The illustration helps me understand that the mother is leaving the children alone; they live out in the country where there are no other houses; the children are young, etc.*

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Close Reading Guide:
Lon Po Po, Pages 4–11
(For Teacher Reference)

Directions	Questions	Close Reading Guide
		Ask students to work with group members to determine and record an answer to the fourth question. After 1 or 2 minutes, cold call a few students to share out whole class. Listen for: *She tells them to close the door tight and latch it.* Encourage students to develop questions about their reading by asking: "What do you wonder when the mother tells her children to close the door tight and latch it?" Students may share "wonders" such as: *Since they live out in the middle of the country, I wonder why they would have to close and lock the door. Why would the door need to be closed and latched at sunset? (etc.)*
With group members, view the four illustrations across **pages 6–7**, then discuss what you think the illustrations are trying to show the reader.	How is the character of the wolf described? Write the word *disguised* on an index card. Use the illustration and the text to help you develop and record a definition for "disguised" onto the back of your index card. (RL.3.4)	Encourage students to view and share out their discussions about the illustrations prior to reading. Listen for students to mention that they see the children looking at someone (the wolf) on the other side of the door, and he looks scary, disguised, etc.

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Close Reading Guide:
Lon Po Po, Pages 4–11
(For Teacher Reference)

Directions	Questions	Close Reading Guide
Follow along silently as your teacher reads page 6 aloud. Review the questions on the right, then look back to the illustrations and text to help you respond to each question.	If time allows, draw a picture of how the wolf is "disguised" on the back of your index card. Draw a quick sketch of what the wolf says and does to try and get into the house. The first sentence on page 6 says, "But an old wolf lived nearby and <u>saw the good mother leave</u>." What do you wonder about the wolf's motivation for going to the house? (RL.3.1 "asks questions")	Then, ask students to follow along silently as you read page 6 aloud. Then, read the first question aloud and direct students to look back to the text and record an answer. After 1 minute, cold call a few students to share out and listen for: *The wolf is described as old, disguised as an old woman.* Then, direct students to write "disguised" on an index card and work within groups to determine and record a definition for "disguised." (If students struggle to determine the meaning, consider providing a dictionary for ongoing use.) Then, tell students to take no more than 30 seconds to sketch what the wolf "says" and "does" to get in the house (consider setting a timer, for students who struggle to keep to time limits). After 30 seconds, invite a few students to show and explain their drawings to the class. Look and listen for: *The wolf knocks on the door in a disguise and says he is Po Po (or similar ideas)*

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Close Reading Guide:
Lon Po Po, Pages 4–11
(For Teacher Reference)

Directions	Questions	Close Reading Guide
		Then, read aloud the quote and question about motivation. Explain what "motivation" means (what the character wants or is trying to accomplish), then allow students 1 or 2 minutes to discuss their thinking in groups. After 1 or 2 minutes, invite a few students to share out whole group and listen for questions like: *I wonder if the wolf waited for the mother to leave because she usually keeps him away?* *I wonder if he thought the children were easier to get to when their mother left?* *I wonder why he wants to get in the house after the mother is gone?* *Etc.* Ask students to record one or two strong questions.
Independently read **page 9** and look at the illustrations on pages 8–9. Then, with group members, discuss your thinking about the questions on the right.	In the larger box below, sketch a picture to show the wolf's reaction to the news that the good mother has gone to visit Po Po. In the smaller box below your sketch, write a one or two sentence caption that explains the wolf's reaction.	Support struggling readers by reading page 9 aloud to them as they whisper read with you. Once all students have read page 9 and viewed the illustrations, ask them to discuss in groups: "What is the wolf's reaction to the news that the mother has left?" Listen for students to say "surprised," then ask a few students if they can show the class what "surprised" might look like. Then ask students to quickly draw the wolf looking "surprised."

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Close Reading Guide:
Lon Po Po, Pages 4–11
(For Teacher Reference)

Directions	Questions	Close Reading Guide
	Based on the illustration on pages 8–9, what word would you use to describe the wolf? Why? (RL.3.7)	After about 15 seconds, explain what a "caption" is (one or two sentences that explain the picture/sketch), and then ask students to add a caption below their sketches. As time allows, cold call a few students to share their captions whole group.
	Based on the illustration on page 8, what word would you use to describe the children? Why? (RL.3.7)	Then read aloud the next question and ask students to discuss and record the word they would use to describe the wolf and explain why they used that word. After 2 or 3 minutes, invite a few students to share their ideas whole class. Listen for: *The word I would use is scary, (large, sharp) because he uses his large eye to look in through the latched door, his teeth are showing, he is much larger than the children, etc.*
	Why would Shang ask, "How is it you come so late?" instead of unlatching the door for "Po Po" right away? Explain your thinking.	Then, direct students to discuss and record their thinking about how to describe the children. After 2 minutes, cold call a few students to share out and listen for suggestions like: *I would describe them as curious (suspicious, unsure) because Shang is not opening the door, she does not look excited, the smaller children are looking up, they seem to be wondering, questioning if it really is Po Po, etc.*

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Close Reading Guide:
Lon Po Po, Pages 4–11
(For Teacher Reference)

Directions	Questions	Close Reading Guide
		Read the last question aloud and ask students to discuss their thinking in groups. After 2 minutes, invite a few groups to share out with the class. Listen for ideas like: *Maybe she isn't sure it is Po Po, because it is so late and she doesn't understand why Po Po wouldn't have seen their mother on the way to the house.* After a few groups share, ask students to record a response to the question.
With group members, chorally read **page 11** and then discuss the details you notice in the illustration across pages 10–11. Record an answer to each question.	How does the wolf explain why his voice is so low? The author uses the word *cunning* to describe the wolf. Record the word "cunning" onto an index card. Based on what you have read and viewed so far, what do you think the word "cunning" means? Record a definition and sketch an example of how the wolf is "cunning," on the back of your index card.	Give students 3 or 4 minutes to read page 11 and write a response to the first question. Then cold call a few students to share their answers with the class and listen for: *He says he has a cold; it's dark and windy outside.* Then direct students to record the word "cunning" onto an index card and share out what they think it means, based on what they have read so far. Listen for: *I think cunning means to lie and/or play tricks on people to get what you want because the wolf dresses as Po Po, he is lying, etc.* Tell students to record a definition and draw an example of how the wolf is cunning on the back of their index cards. Direct students to work within groups to discuss and record a response to the next three questions.

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Close Reading Guide:
Lon Po Po, Pages 4–11
(For Teacher Reference)

Directions	Questions	Close Reading Guide
	On page 11, we learn that Tao and Paotze unlatch and open the door because they "... could not wait." What could they not wait for?	After 5 minutes, cold call students to share their responses and sketches with the whole class. Listen and look for: *They could not wait to see Po Po.* *A picture of the wolf blowing out a candle.* *I think the wolf doesn't want to be seen by the children because he has been lying about being their Po Po, and if they saw him they would know he is a wolf/not Po Po.*
	Draw a quick sketch to show what the wolf does the moment he enters the door.	
	Why do you think the wolf would blow out the candle? Explain your thinking.	

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Close Reading Guide:
Lon Po Po, Pages 4–11
(For Teacher Reference)

Directions	Questions	Close Reading Guide
Synthesis: With group members, refer to pages 4–11 and your responses to all of the above questions to help you answer the questions on the right.	What KEY events have taken place so far? Based on what the wolf has said and done so far, what word other than "cunning," would you use to describe him? Why?	Read the directions and each of the synthesis questions aloud to students then explain that "key events" are important things that happen in the story. Address any other clarifying questions students have, then ask them to work collaboratively within groups to determine and record a response to each question. Circulate to offer support and guidance as needed. After 5 or 6 minutes, cold call members from various groups to share their ideas whole class. Listen for students to share ideas like: *Key events are that the mother leaves; the wolf disguises himself as Po Po and tries to get into the house; the younger children let the wolf into the house.* *I would describe the wolf as a liar, sneaky (etc.) because he tells the children he is someone else; he uses a disguise; he lies when he answers Shang's questions (etc.).*

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Fluency Self-Assessment Rubric

	On Target	Getting There	Working on It	Need Support
Accuracy	I read all/almost all the words correctly. (99–100 percent accuracy)	I read most of the words correctly. (95–98 percent accuracy)	There were several words I had trouble pronouncing. (90–94 percent accuracy)	I had trouble pronouncing many of the words. (less than 90 percent accuracy)
Rate & Flow	_ I read at a rate that is appropriate for the piece. _ My reading flows smoothly, without many breaks. _ I independently correct myself when I encounter difficult words and phrases.	_ Sometimes I read a little too fast, and sometimes I read a little too slowly. _ My reading flows somewhat smoothly, with occasional breaks. _ As I read, there were a few words and phrases I needed help with.	_ I read slowly. _ As I read, I took many breaks. _ As I read, there were many words and phrases I needed help with.	_ I read slowly and had a lot of difficulty with the passage. _ I had to take a lot of breaks to sound out words and/or repeat many of the words and phrases before I got them right. _ I needed a lot of help to figure out the words and phrases.

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Fluency Self-Assessment Rubric

	On Target	Getting There	Working on It	Need Support
Phrasing and Punctuation	_ I read groups of related words and phrases together. _ I noticed and read all of the punctuation (e.g., paused after a comma; stopped after a period; questions sounded like questions; read exclamations in an excited voice)	_ Occasionally, I ran sentences together; and/or broke off in the middle of a sentence, reading only 2-3 words at a time. _ I noticed and read almost all of the punctuation.	_ I read only 2-3 words at a time. _ I noticed and read some of the punctuation. _ I rarely changed my tone to express meaning.	_ I read only 1-2 words at a time. _ I noticed and read only a few or none of the punctuation.
Expression and Volume	_ My tone expressed the author's meaning (e.g., surprise, grief, anger, joy, etc.). _ My facial expressions and body language matched the expression in my voice. _ The volume of my voice changed naturally, as if I were talking to a friend.	_ Sometimes I changed my tone to express the author's meaning. _ Sometimes my facial expressions and body language matched the expression in my voice. _ Sometimes my voice sounded flat, not like I was talking to a friend.	_ I rarely changed my tone to express the author's meaning. _ I rarely used facial expressions or body language that matched the expression in my voice. _ Often, I read quietly; my reading did not sound natural, like when I talk to a friend.	_ I did not change my tone to express the author's meaning. _ I did not use facial expressions or body language as I read. _ Most or all of the time, I read quietly; my reading did not sound natural, like when I talk to a friend.

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 1: Lesson 3

Close Reading: *Lon Po Po*, Pages 12–21

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1) I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3) I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. (RL.3.4) I can explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. (RL.3.7)	
Supporting Learning Targets	**Ongoing Assessment**
• I can explain how the characters' actions contribute to the sequence of events on pages 12–21 of *Lon Po Po*. • I can determine the meaning of words and phrases from *Lon Po Po*. • I can explain how illustrations in *Lon Po Po* contribute to my understanding of the story.	• Fluency Self-Assessment (from homework) • Text-Dependent Questions: *Lon Po Po*, pages 12–21 • Vocabulary cards

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Agenda	Teaching Notes
1. Opening A. Reviewing Homework and Engaging the Reader (5 minutes) 2. Work Time A. Determining the Gist: *Lon Po Po*, Pages 12-21 (10 minutes) B. Close Read: *Lon Po Po*, Pages 12-21 (35 minutes) 3. Closing and Assessment A. Debrief: Who Is the Wolf in Fiction? (8 minutes) B. Reviewing Learning Targets (2 minutes) 4. Homework A. Reread pages 4–21 of *Lon Po Po*; self-assess fluency.	• This lesson follows a pattern similar to Lesson 2, as students closely read the next section of the folktale *Lon Po Po*. They continue to develop their understanding of how the character of the wolf is portrayed in fiction; how illustrations can support readers' understanding; the meaning of literal and non-literal language; and how characters' motivations, actions, and traits contribute to the sequence of events. • Between this lesson and Lesson 6, find time to meet one-on-one with students to discuss and help refine their fluency goals as needed. • In advance: – Preview pages 12–21 of *Lon Po Po* and the Close Reading Guide. – Review Back-to-Back, Face-to-Face protocol and Fist to Five in Checking for Understanding Techniques (see Appendix). • Post: Learning targets; Guiding Questions anchor chart; Who Is the Wolf in Fiction anchor chart.

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Lesson Vocabulary	Materials
characters, actions, contribute, sequence, events, determine, meaning, illustrations, understanding, embraced, coop (12), awl (15), clever (17), paced (20)	• Guiding Questions anchor chart (from Lesson 1) • Journals (begun in Lesson 1) • *Lon Po Po* (book; one per student) • Text-Dependent Questions: *Lon Po Po*, pages 12–21 (one per student) • Index cards (two per student) • Close Reading Guide: *Lon Po Po*, pages 12–21 (for teacher reference) • Single-hole punch (one per student) • Metal ring (from Lesson 2; students' own) • Who Is the Wolf in Fiction anchor chart (from Lesson 2) • Tape, glue, or staples (for each student) • Fluency Self-Assessment (begun in Lesson 2; for homework)

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Opening	Meeting Students' Needs

A. Reviewing Homework and Engaging the Reader (5 minutes)
• Ask students to take out the Fluency Self-Assessments they completed for homework.
• Explain (or review) Back-to-Back, Face-to-Face protocol, then ask students to quickly find a partner.
• Ask students to turn back-to-back and review their self-assessments to identify the criteria they are focused on practicing. After 30 seconds, ask students to turn face-to-face to share their thinking with their partners.
• After 2 minutes, invite a few students to share out their fluency goals and explain why they chose the goals. Answers will vary, but listen for each student to name a specific criteria from the Fluency Self-Assessment and explain why that criteria was chosen after rereading pages 4–11 of *Lon Po Po* aloud for homework.
• Direct students' attention to the **Guiding Questions anchor chart**. Explain that today students will participate in a second close read of *Lon Po Po*, pages 12–21, to continue developing their understanding of the guiding questions:
  * "What lessons can be learned from traditional stories?"
  * "Who is the wolf in fiction?"
	• For students who have difficulty sharing their ideas aloud, allow them to pass their fluency self-assessment (with one starred criteria) to their partner to examine silently.
	• Provide sentence frames to allow all students access to the group discussion; for example: "I am focusing on improving ____ because when I heard myself read aloud I though ____."

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Work Time	Meeting Students' Needs
A. Determining the Gist: *Lon Po Po*, Pages 12–21 (10 minutes) • Ask students to take out their **journals** and copies of ***Lon Po Po***, then to join their groups. • Tell students that as in Lesson 2, today the first read will be aloud and they will follow along silently to determine the gist. • Ask students to turn to page 12, then read aloud beginning with "Tao and Paotze rushed ..." and ending on page 20 with "The wolf came outside.... I can pull you up." (Once again, consider using this as an opportunity to model criteria described on the Fluency Self-Assessment and asking students to share out ideas about how you read fluently.) • After reading aloud, ask students to think about and then discuss in groups: "What is the gist of pages 12–21 of *Lon Po Po*? Why do you think so?" • After 1 or 2 minutes, cold call a few groups to share their thinking with the class. Listen for: "I think the gist of pages 12–21 is that Shang tricks the wolf into letting her and her sisters leave the house because she tells him they can go pick him some delicious Gingko nuts, but then they climb into the tree," or similar suggestions. • Ask students to turn to the page in their journals where they recorded the gist during the previous lesson and then to record the gist of pages 12–21 on the same page. • Once students have recorded their gist statements, ask them to prepare for a close read of these pages during the next part of Work Time.	• Provide sentence frames to support students who struggle with expressing their ideas aloud; for example: "I think the gist of pages 12–21 is ___ because ___." • Allow students who struggle with writing to dictate their gist statement to you, another adult, or a peer to scribe for them.
B. Close Read: *Lon Po Po*, Pages 12–21 (35 minutes) • Focus students' attention on the posted learning targets and ask them to chorally read each one aloud: ∗ "I can explain how the characters' actions contribute to the sequence of events, on pages 12–21 of *Lon Po Po*." ∗ "I can determine the meaning of words and phrases from *Lon Po Po*." ∗ "I can explain how illustrations in *Lon Po Po* contribute to my understanding of the story." • Underline key terms from the targets that students are familiar with from the previous lesson: *characters*, *actions*, *contribute*, *sequence*, *events*, *determine*, *meaning*, *illustrations*, and *understanding*. • Ask students to discuss with group members what they recall about the meaning of each key term and a way they could restate each target, based on their understanding of the key words. • After 1 or 2 minutes, invite a few groups to share their thinking whole class. Clarify any misconceptions students may have about key terms or the targets.	• See suggested accommodations in the Teaching Notes column of the Close Reading Guide (e.g., define key terms that may interfere with students' understanding of relevant content, as needed).

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Work Time (continued)	Meeting Students' Needs
• Remind students that during a close read they will work cooperatively with group members to read and respond to text-dependent questions that help them describe the characters and their actions, determine the meaning of key terms and phrases, and analyze how the illustrations in *Lon Po Po* support their understanding of the story. • Distribute **text-dependent questions: *Lon Po Po*, pages 12–21** and **index cards** to each student. When students are ready, lead them through a close read of pages 12–21 using the **Close Reading Guide: *Lon Po Po*, pages 12–21 (for teacher reference)**. Discuss and monitor student responses to each question, and model strategies for navigating complex sections of the text as necessary. • After completing the close read, distribute a **single-hole punch** and ask students to punch holes in their new index cards then add them to their **metal rings**.	• Consider working with a small group of students who may need more support understanding key terms and ideas conveyed through the text and illustrations, and/or crafting responses to the questions. • Provide a scribe for students who struggle to record their thinking in writing, or consider allowing them to record their responses into a recording device.

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Closing and Assessment	Meeting Students' Needs

A. Debrief: Who Is the Wolf in Fiction? (8 minutes)
• Direct students' attention to the **Who Is the Wolf in Fiction anchor chart** and ask them to discuss with nearby partners: "How would you describe the wolf in this fictional story now? Why?"
• After 1 or 2 minutes, invite a few students to share their thinking aloud. Listen for:
  * "The wolf now seems like he is impatient because he doesn't wait for the children to return, he goes calling and looking for them."
  * "He seems desperate because he begs the children to get him Gingko nuts," or similar ideas.
Add students' ideas to the anchor chart.
• Then, ask students to **tape, glue, or staple** their independent reading questions and responses onto the next blank page in their journals.
	• Provide sentence starters and frames as needed, so all students can participate in class discussions.

B. Reviewing Learning Targets (2 minutes) • Ask students to chorally read each of the learning targets aloud, pausing between to use Fist to Five to demonstrate their level of mastery toward each target. • Tell students they will continue to refer to their **Fluency Self-Assessment** from Lesson 2 as they reread pages 4–21 of *Lon Po Po* for homework, self-evaluate their fluency, and reflect on their progress toward the fluency goal they set.	

Homework	Meeting Students' Needs

• Reread pages 4–21 of *Lon Po Po* in a whisper voice.
• Then, reread pages 4–11 aloud in front of a mirror and reflect:
  – "Am I reading more fluently? Explain."
  – "How close am I to reaching the fluency goal I set? Explain."
• Write your reflections on the back of your Fluency Self-Assessment.
	• If available, provide an audio recording of *Lon Po Po* for struggling readers to read along with to practice their fluency skills.
	• Allow students who struggle with writing to dictate their reflections to someone at home to scribe for them.

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 1: Lesson 3
Supporting Materials

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Text-Dependent Questions:
Lon Po Po, Pages 12–21

Directions	Questions
With group members, look at the illustrations on **pages 12–13** and discuss what you think the illustrations are trying to show the reader. Whisper read page 12 with your group members. Then, discuss your thinking about each question.	What words does the wolf use to describe Tao and Paotze? The wolf says, "All the chicks are in the coop." On one of your index cards, write this quote and then sketch a picture below it to show what it literally means. Why would the wolf call the children "chicks in a coop"? What does the wolf's word choice make you think about his motivation for going to the house? Explain your thinking.

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Text-Dependent Questions:
Lon Po Po, Pages 12–21

Directions	Questions
With group members, look at and discuss the illustrations across **pages 14–15**, then read page 15 independently. Record a response to each question.	In the larger box below, draw a quick sketch to show what Shang does *after* the wolf explains that his foot has a bush on it because he has "... brought hemp strings to weave you a basket." In the smaller box below your sketch, write a one or two sentence caption that explains what Shang does. On one of your index cards, write the word *awl*. What do you think an awl is? Draw a quick sketch of an awl on the back of your index card. Why would Shang decide to light the candle? Support your thinking with at least one detail from page 15.

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Text-Dependent Questions:
Lon Po Po, Pages 12–21

Directions	Questions
Follow along silently as your teacher reads **page 17** aloud. With group members, review and discuss the questions on the right. Then, refer back to the text to help you answer each question.	How does the author describe Shang? What does Shang tell the wolf about Gingko nuts? What does this make you wonder about Shang's motivation for telling the wolf about Gingko nuts? Why does the wolf feel delighted?

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Text-Dependent Questions:
Lon Po Po, Pages 12–21

Directions	Questions
With group members, chorally read **page 19**, then discuss the details you notice in the illustrations on pages 18–19. Review and discuss each question on the right, then record an answer to each.	How are the children able to get away from the wolf? Refer to details from the illustration and text to explain what the wolf does when the children don't return. What does Shang tell the wolf about the magic of Gingko?

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Text-Dependent Questions:
Lon Po Po, Pages 12–21

Directions	Questions
Independently review the illustrations on pages 20–21, then whisper read **page 20**. With group members, discuss your thinking and then answer the questions on the right.	How does Shang's description of the Gingko nuts make the wolf feel? Draw a quick sketch to show your thinking. What plan does Shang explain to the wolf? Draw and label each step of the plan.

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Text-Dependent Questions:
Lon Po Po, Pages 12–21

Directions	Questions
Synthesis: With group member, refer to pages 12–21 and your responses to all of the above questions to help you answer the questions on the right.	What does Shang do and say to show she is "clever"? What does the wolf want, at this point in the story? Why?

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Close Reading Guide:
Lon Po Po, Pages 12–21
(For Teacher Reference)

Total Time: 35 minutes

Directions	Questions	Close Reading Guide
With group members, look at the illustrations on **pages 12–13** and discuss what you think the illustrations are trying to show the reader. Whisper read page 12 with your group members. Then, discuss your thinking about each question.	What words does the wolf use to describe Tao and Paotze?	Give students 4 or 5 minutes to read page 12 in groups and discuss their initial thinking about the questions (consider working with small groups of struggling readers, as needed). Once all students have read and discussed their thinking about each question, read the first question aloud and cold call a few students to share their ideas with the class. Listen for: *The words the wolf used to describe Tao and Paotze are plump and sweet.*
	The wolf says, "All the chicks are in the coop." On one of your index cards, write this quote and then sketch a picture below it to show what it literally means.	Follow up by asking students in what context they have heard words like this used before. Listen for students to say these types of words are usually used to describe food, the texture and/or taste of food.
	Why would the wolf call the children "chicks in a coop"?	Read the next prompt aloud and explain that "literally" is the exact meaning of a word or phrase, then ask students what a "coop" is. Listen for students to say that a coop is like a cage or pen where animals are kept (define if necessary). Ask students to quickly sketch and then share out their sketches of chicks in a coop (15-second sketch).
	What does the wolf's word choice make you think about his motivation for going to the house? Explain your thinking.	Go on to explain that there are no chicks in a coop in this story, so when the wolf calls the children "chicks in a coop" it is considered a "non-literal" interpretation of the phrase because he is comparing the children to "chicks in a coop," not literally referring to chicks in a coop.

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Close Reading Guide:
Lon Po Po, Pages 12–21
(For Teacher Reference)

Directions	Questions	Close Reading Guide
		Then, read aloud the next two questions and ask students to discuss their thinking with group members and record a response to each question. After 3 minutes, cold call a few students to share their ideas whole class and listen for: *I think he calls them chicks because he probably thinks of them as food, plump and juicy like chickens* *I think he wants to eat the children because plump and juicy are words that would normally be used to describe food and he calls them chickens in a coop. A wolf would probably eat chickens, people eat chicken, etc.*
With group members, look at and discuss the illustrations across **pages 14–15**, then read page 15 independently. Record a response to each question.	In the larger box below, draw a quick sketch to show what Shang does *after* the wolf explains that his foot has a bush on it because he has "... brought hemp strings to weave you a basket." In the smaller box below your sketch, write a one or two sentence caption that explains what Shang does.	Give students 5 or 6 minutes to read page 15 and complete the sketch and caption, then pause them in their work. Invite a few students to share their sketches whole class and listen and look for: *Shang touching the wolf's/grandmother's sharp claws.*

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Close Reading Guide:
Lon Po Po, Pages 12–21
(For Teacher Reference)

Directions	Questions	Close Reading Guide
	On one of your index cards, write the word *awl*. What do you think an awl is? Draw a quick sketch of an awl, on the back of your index card. Why would Shang decide to light the candle? Support your thinking with at least one detail from page 15.	Then, ask students to record the word "awl" onto an index card and discuss in groups what they think an awl is, based on clues in the text. After 1 minute, invite a few students to share their thinking whole group. Listen for students to say that an awl is a tool that has a sharp point, used for punching small holes in leather or wood (if students cannot determine the meaning, define for them), then ask students to draw a picture of an "awl" and record a definition for "awl" on their index cards. Focus students on the last question about page 15 and tell them to discuss and record their thinking. After 1 or 2 minutes, cold call a few students to share out and listen for: *I think she doesn't believe that the wolf is Po Po, because she asks why Po Po would have thorns on her hand and probably doesn't believe the wolf's answer (an awl has one point, it is not like thorns, etc.).*
Follow along silently as your teacher reads **page 17** aloud. With group members, review and discuss the questions on the right. Then, refer back to the text to help you answer each question.	How does the author describe Shang? What does Shang tell the wolf about Gingko nuts?	Read page 17 aloud, then direct students to work with group members to determine and record an answer to each question. Circulate to offer guidance and support. After 7 or 8 minutes, cold call students to share out their responses to each question. Listen for suggestions like: *The author describes Shang as the eldest; most clever* (ask students what these words mean, clarify as needed).

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Close Reading Guide:
Lon Po Po, Pages 12–21
(For Teacher Reference)

Directions	Questions	Close Reading Guide
	What does this make you wonder about Shang's motivation for telling the wolf about Gingko nuts?	*She tells him the Gingko nut is soft and tender, like the skin of a baby; one taste of the nut will make him live forever* (Ask: "Why do you think Shang would describe the nut by comparing it to the skin of a baby? Why would she tell him it will make him live forever?")
	Why does the wolf feel delighted?	*I wonder if she is trying to trick him; trying to get him to want to eat something other than her, Tao, and Paotze, etc.* *The wolf is delighted because he wants the Gingko nuts and Shang tells him that she and the children will pick them for him/Po Po; he won't have to climb the tree himself to get the nuts.*
With group members, chorally read **page 19**, then discuss the details you notice in the illustrations on pages 18–19. Review and discuss each question on the right, then record an answer to each.	How are the children able to get away from the wolf?	Give students 6 or 7 minutes to chorally read and respond to each of the questions. Consider working with a small group of struggling readers, reading the text aloud to them as they whisper read with you. Once students have read and recorded an answer to each question, cold call members from different groups to share their thinking aloud. Listen for: *Shang jumps out of bed to go get the Gingko nuts and Tao and Paotze go with her. Then, they all climb the tree.*
	Refer to details from the illustration and text to explain what the wolf does when the children don't return.	*The illustration shows that the wolf comes looking for the children; in the text, it says that he shouted "Where are you, children?"*

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Close Reading Guide:
Lon Po Po, Pages 12–21
(For Teacher Reference)

Directions	Questions	Close Reading Guide
	What does Shang tell the wolf about the magic of Gingko?	*Shang tells the wolf that Gingko is magic only when it is plucked from the tree; he has to come pluck the nut from the tree himself.* (Pose the following discussion questions: "Why would Shang tell him this now, when earlier she told him that she and her sisters would go pick it for him? What questions do you have now about Shang's motivations?")

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Close Reading Guide:
Lon Po Po, Pages 12–21
(For Teacher Reference)

Directions	Questions	Close Reading Guide
Independently review the illustrations on pages 20–21, then whisper read **page 20**. With group members, discuss your thinking and then answer the questions on the right.	How does Shang's description of the Gingko nuts make the wolf feel? Draw a quick sketch to show your thinking. What plan does Shang explain to the wolf? Draw and label each step of the plan.	Give students 2 or 3 minutes to read page 20 and discuss their initial thinking about the questions. Then, read the first question aloud and direct students to take 15 seconds to sketch how the wolf feels. After 15 seconds, ask students to hold up their sketches to show group members and other nearby peers. Look for students to sketch the wolf with his mouth watering, looking hungry to eat the Gingko nuts (or similar ideas). Then read the second question aloud. As necessary, explain that a diagram is a simple drawing that has parts of it labeled to help viewers understand what each part of the diagram is (consider modeling with something simple, like how to diagram and label parts of a peanut butter and jelly sandwich OR show them an example of a diagram from a book or the internet). Provide further clarification as needed, then ask students to draw and label the plan Shang explains to the wolf. After 2 or 3 minutes, invite students to share their diagrams with nearby groups of peers and discuss the similarities and differences between their drawings. Look for students to: *Draw and label the wolf getting the basket and rope; the wolf tying one end of the rope to the basket; the wolf sitting in the basket; the wolf throwing the other end of the rope up to Shang, as he sits in the basket (or similar ideas).*

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Close Reading Guide:
Lon Po Po, Pages 12–21
(For Teacher Reference)

Directions	Questions	Close Reading Guide
Synthesis: With group members, refer to pages 12–21 and your responses to all of the above questions to help you answer the questions on the right.	What does Shang do and say to show she is "clever"? What does the wolf want, at this point in the story? Why?	Read the directions and each of the synthesis directions aloud, then explain that "cleverness" is a trait (a part of Shang's personality, who she is). Then ask students to discuss their thinking about each question with group members and to record their answers. Clarify as needed, then circulate to offer guidance. After 5 minutes, cold call students to share their responses whole group. Listen for ideas like: *Shang is clever because she gets herself and her sisters away from the wolf by telling him about how good the Gingko nut is then climbing up the tree, so they will be safe, etc.* *At this point in the story, the wolf wants a Gingko nut because Shang has told him that they're delicious, and will make him live forever.*

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 1: Lesson 4

Close Reading: *Lon Po Po*, Pages 22–31

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can determine the central lesson and explain how it is conveyed through key details in the text. (RL.3.2) I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3) I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. (RL.3.4) I can explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. (RL.3.7)

Supporting Learning Targets	Ongoing Assessment
• I can explain how characters' actions contribute to the sequence of events that take place in *Lon Po Po*. • I can determine the meaning of words and phrases from *Lon Po Po*. • I can explain the lesson that is conveyed in *Lon Po Po* by referring to key details from the story.	• Fluency Self-Assessment (homework, continued, from Lesson 2 homework) • Text-Dependent Questions: *Lon Po Po*, pages 22–31 • Vocabulary cards

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Agenda	Teaching Notes
1. Opening A. Reviewing Homework and Engaging the Reader (5 minutes) 2. Work Time A. Determining the Gist: *Lon Po Po*, Pages 22–31 (10 minutes) B. Close Read: *Lon Po Po*, Pages 22–31 (35 minutes) 3. Closing and Assessment A. Debrief: Narrative Elements and Who Is the Wolf in Fiction? (8 minutes) B. Reviewing Learning Targets (2 minutes) 4. Homework A. Reread pages 4–31 of *Lon Po Po*; self-assess fluency; reflect and refine goals.	• This lesson follows a pattern similar to Lessons 2 and 3, as students continue to closely read *Lon Po Po* and use key details from the story to determine the central lesson that is conveyed and why the characters of Shang and the Wolf are important to the story. This work helps students further develop their understanding of how the wolf is portrayed in fiction and the lessons that can be learned from traditional stories. It also helps them prepare for the mid-unit assessment in the next lesson. • During the debrief, a new Narrative Elements anchor chart is introduced. The purpose of this chart is twofold: One, it helps students recognize and synthesize key events from *Lon Po Po*. Secondly, it serves as a scaffold for students' writing in Unit 3, when they will write their own stories about wolves. • In advance: – Create Narrative Elements anchor chart (see supporting materials). – Preview pages 22–31 of *Lon Po Po* and the Close Reading Guide. – Review Back-to-Back, Face-to-Face and Thumb-O-Meter protocols in Checking for Understanding Techniques (see Appendix). • Post: Learning targets; Guiding Questions anchor chart; Who Is the Wolf in Fiction anchor chart; Narrative Elements anchor chart.

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Lesson Vocabulary	Materials
characters, actions, contribute, sequence, events, determine, meaning, lesson, conveyed, overjoyed, pretend (23), rose (27), peacefully (28)	• Guiding Questions anchor chart (from Lesson 1) • Journals (begun in Lesson 1) • *Lon Po Po* (book; one per student) • Text-Dependent Questions: *Lon Po Po*, pages 22-31 (one per student) • Index cards (two per student) • Close Reading Guide: *Lon Po Po*, pages 22-31 (for teacher reference) • Single-hole punch (one per student) • Metal ring (from Lesson 2; students' own) • Narrative Elements anchor chart (example, for teacher reference) • Who Is the Wolf in Fiction anchor chart (begun in Lesson 2) • Tape, glue, or staples (for each student) • Fluency Self-Assessment (begun in Lesson 2; for homework)

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Opening	Meeting Students' Needs
A. Reviewing Homework and Engaging the Reader (5 minutes) • Ask students to take out their Fluency Self-Assessments with reflections written on the back, which they completed for homework. • Review Back-to-Back, Face-to-Face protocol as needed, then ask students to quickly partner up with a peer they have not worked with recently. • Tell students to turn back-to-back and review the reflections from their homework: – "Am I reading more fluently? Explain." – "How close am I to reaching the fluency goal I set? Explain." • After 1 minute, ask students to turn face-to-face to share reflections with their partners. • After 2 minutes, invite a few students to share with the whole group. Congratulate students on their ongoing reflections and work toward mastering fluent reading skills, which will support their ability to read and comprehend even more complex texts. • Direct students' attention to the posted **Guiding Questions anchor chart**. Tell students that today they will complete their close read of *Lon Po Po* to help them further build their understanding of the guiding questions: * "What lessons can be learned from traditional stories?" * "Who is the wolf in fiction?"	• Allow students who have difficulty sharing their ideas aloud to pass their recorded reflections to their partners to read silently. • Provide sentence starters and frames to allow all students to participate in the group discussion: "I think I am reading more fluently because ____"; "I am ___ close to my goal because I still need to work on/I have mastered ____."

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Work Time	Meeting Students' Needs
A. Determining the Gist: *Lon Po Po*, Pages 22–31 (10 minutes) • Ask students to take out their **journals** and copies of ***Lon Po Po*** and join their groups. • Tell students that as in previous lessons, the first read will be aloud and they will follow along silently to determine the gist. • Ask students to turn to pages 22–23, then begin on page 23 with "The wolf was overjoyed ..." and end on page 31 with "On the next day ... who had come." (Again, consider using this as an opportunity to model criteria described on the Fluency Self-Assessment and asking students to share out ideas about how you read fluently.) • After reading aloud, ask students to think about and then discuss in groups: "What is the gist of these last pages from *Lon Po Po*? Why do you think so?" • After 1 or 2 minutes, cold call a few groups to share their thinking with the class. Listen for: * "I think the gist of the last pages is that the wolf is killed because they keep dropping him from the tree and his heart breaks," or similar suggestions. • Ask students to turn to the page in their journals where they recorded the gist during the previous two lessons, then record the gist of pages 22–31 on the same page. • Once students have recorded their gist statements, ask them to prepare for the final close read of *Lon Po Po*.	• Provide sentence frames to support students who struggle with expressing their ideas aloud; for example: "I think the gist of the last pages is ___ because ___." • Allow students who struggle with writing to dictate their gist statement to you, another adult, or a peer to scribe for them OR to draw a pictorial representation of the gist.

B. Close Read: *Lon Po Po*, Pages 22–31 (35 minutes)
• Focus students' attention on the posted learning targets and ask them to chorally read each one aloud:
  * "I can explain how characters' actions contribute to the sequence of events that take place in *Lon Po Po*."
  * "I can determine the meaning of words and phrases from *Lon Po Po*."
  * "I can explain the lesson that is conveyed in *Lon Po Po* by referring to key details from the story."
• Point out to students that the first two learning targets are similar to ones they have been working on, but the third target is a little different. Underline the words *lesson* and *conveyed*.
• Remind students that traditional stories were passed down through "oral tradition," for the purpose of "conveying" (sharing) an important "lesson" (moral, message) to each successive generation. Then explain that today, after students once again respond to text-dependent questions and determine the meaning of key terms, they will refer to their notes and the text to determine the lesson this story is trying to convey.
	• Consider working with a small group of students who may need more support understanding key terms and ideas conveyed through the text and illustrations, and/or crafting responses to the questions.
	• Provide a scribe for students who struggle to record their thinking in writing, or consider allowing them to record their responses into a recording device.

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Work Time (continued)	Meeting Students' Needs
• Distribute **Text-Dependent Questions: *Lon Po Po*, pages 22–31** and **index cards** to each student. When students are ready, lead them through the last close read of *Lon Po Po* using the **Close Reading Guide: *Lon Po Po*, pages 22–31 (for teacher reference)**. As in previous lessons, closely follow the teaching notes in the right hand column to guide students. Discuss and monitor student responses to each question, and model strategies for navigating complex sections of the text as necessary. • After completing the close read, distribute a **single-hole punch** and ask students to punch holes in their new index cards and add them to their **metal rings**.	

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Closing and Assessment	Meeting Students' Needs

A. Debrief: Narrative Elements and Who Is the Wolf in Fiction? (8 minutes)
• Focus students' attention on the new **Narrative Elements anchor chart**. Orient students to the anchor chart by first reading the definition for a "folktale" at the bottom of the chart.
• Then, read the title and definition in each column (setting, characters, central problem/events, solution). Clarify as needed, then ask students to refer to their text-dependent question responses and pages 4–11 of *Lon Po Po* to think about and discuss with one or two nearby peers:
  * "What are the two main settings in *Lon Po Po*?"
  * "How does the setting help you understand that *Lon Po Po* is a traditional story?"
• After 1 minute, invite a few students to share their ideas whole group. Listen for suggestions such as:
  – "The setting is 'Once, long ago, in the country'; inside the house; outside the house." (Record students' ideas in the Setting column of the anchor chart.)
  – "The setting of traditional stories is usually vague (not specific), as we see in this story: the country, the house, the yard."
• Continue by asking similar questions about the "characters," "central problem/events," and "solution." Listen for students to share out ideas like:
  – "The characters are an old wolf, the children (Shang, Tao, Paotze), and the mother; traditional stories don't have a lot of characters."
  – "The central problem is that a wolf is trying to eat the children; the children are trapped in their house with a wolf."
  – "The most important events that take place are that a wolf gets into the children's house; Shang figures out a way for the children to get away from the wolf; the children trick the wolf."
  – "The solution is that the children kill the wolf by dropping him from high up in the tree so his heart is broken and he dies."
• Record students' thinking and provide clarification as needed.
• Refocus students' attention on the **Who Is the Wolf in Fiction anchor chart** and ask them to discuss with nearby partners: "How would you describe the wolf in this fictional story now? Why?"
• After 1 or 2 minutes, invite a few students to share their thinking aloud. Listen for: "The wolf now seems not very smart because he kept getting into the basket and he was killed," and similar ideas.
• Ask students to **tape, glue, or staple** their independent reading questions and responses onto the next blank page in their journals.
	• Provide sentence starters and frames as needed, so all students can share their thinking during the class discussions.

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Closing and Assessment (continued)	Meeting Students' Needs
B. Reviewing Learning Targets (2 minutes) • Ask students to chorally read each of the learning targets, pausing between to show a thumbs-up or thumbs-down to demonstrate their level of mastery toward each target. • Tell students they will take the Mid-Unit 1 Assessment in the next lesson. • Then, tell students they will continue to use their **Fluency Self-Assessment** from Lesson 2 as they reread pages 4–31 of *Lon Po Po* for homework, self-evaluate their fluency, reflect on their progress toward the fluency goal they set, and revise their goals as needed.	

Homework	Meeting Students' Needs
• Reread pages 4–31 of *Lon Po Po* aloud. • Then, choose one page to reread at least twice, aloud in front of a mirror. • Then, reflect: – "How close am I to reaching the fluency goal I set? Explain." – "Do I need to set a new goal? If so, what new goal should I set?" • Write your reflections on the back of your Fluency Self-Assessment and star your new goal, if you set one. *Note: Preview Lesson 5 Teaching Notes and the Mid-Unit 1 Assessment to determine and establish appropriate scaffolds to ensure that students are able to complete the assessment in one session.*	• If available, provide an audio recording of *Lon Po Po* for struggling readers to read along with to hear models of and practice their fluency skills. • Allow students who struggle with writing to dictate their reflections to someone at home to scribe for them or provide a hand-held recording device for students to record their thinking into.

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 1: Lesson 4
Supporting Materials

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Text-Dependent Questions:
Lon Po Po, Pages 22–31

Directions	Questions
Reread **page 20** independently. Then, with group members, look at the illustrations on **pages 22–23** and discuss what you think they are trying to show the reader. Chorally read page 23 with your group members. Then, discuss and record a response to each question.	Based on details from the text and illustrations on pages 20–23, why do you think the wolf is "overjoyed"? Record the word *pretend* on one of your index cards. What does it mean to pretend? Write a definition for "pretend" on the back of the index card. Why do you think Shang would pretend to be "small and weak"? How do the illustrations on pages 22–23 help the reader understand what happens when the wolf agrees to Shang's plan?

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Text-Dependent Questions:
Lon Po Po, Pages 22–31

Directions	Questions
With group members, discuss the illustrations on **pages 24–25.** Then, whisper read page 25. Discuss and answer each question.	Why does the wolf agree to get into the basket a second time? Why does the wolf become furious? Draw a sketch to show what happens to make the wolf furious. How do the children respond to the wolf's anger?

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Text-Dependent Questions:
Lon Po Po, Pages 22–31

Directions	Questions
Follow along silently as your teacher reads **page 27** aloud. With group members, discuss and answer the questions on the right. Be sure to refer back to the text to help you answer each question.	On one of your index cards, write the word "rose." Then, review each of the definitions for "rose" below and record the one you think is the correct definition (based on context), onto the back of your index card. – "A reddish color." – "A flower." – "To go higher." How do you think the children knew to let go of the rope at the same time? Explain. Why would the children want to drop the wolf? What happens to the wolf when the basket falls?

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Text-Dependent Questions:
Lon Po Po, Pages 22–31

Directions	Questions
Independently read **page 28**, then discuss the details you notice in the illustrations across pages 28–29 with group members. Refer to the text and illustrations to help you answer each question on the right.	Draw a picture of what the children do after the wolf falls the last time. Why would the children sleep "peacefully"?
Synthesis: With group members, chorally read **page 31**. Work together to answer each question on the right. Look back through the whole book and use all the thinking you have done about this story to help you answer these questions.	What word would you use to describe the ending of this story? Why?

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Text-Dependent Questions:
Lon Po Po, Pages 22–31

Directions	Questions
	What was the wolf's motivation for going to the children's house? Explain your thinking. What happens to the wolf as a result of his actions and decisions? Which of the following lessons do you think can be learned from this story? – "Wolves like to eat Gingko nuts." – "If you are clever, you can get yourself out of bad situations." – "Never unlock the door for a wolf."

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Text-Dependent Questions:
Lon Po Po, Pages 22–31

Directions	Questions
	In what ways is the wolf an important part of the story?
	In what ways is Shang an important part of the story?

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Close Reading Guide:
Lon Po Po, Pages 22–31
(For Teacher Reference)

Total Time: 35 minutes

Directions	Questions	Close Reading Guide
Reread **page 20** independently. Then, with group members, look at the illustrations on **pages 22–23** and discuss what you think they are trying to show the reader. Chorally read page 23 with your group members. Then, discuss and record a response to each question.	Based on details from the text and illustrations on pages 20–23, why do you think the wolf is "overjoyed"? Record the word *pretend* on one of your index cards. What does it mean to pretend? Write a definition for "pretend" on the back of the index card. Why do you think Shang would pretend to be "small and weak"? How do the illustrations on pages 22–23 help the reader understand what happens when the wolf agrees to Shang's plan?	Give students 1 or 2 minutes to reread page 20. Then, give groups 1 more minute to review and discuss the illustrations. Direct students to spend 8 minutes reading page 23 and responding to the questions. After students have read and recorded their responses, invite members from various groups to share their thinking whole class. Listen for: *The wolf is overjoyed because Shang gives him a plan for getting the Gingko nuts, and the Gingko nuts are supposed to taste delicious and make him live forever.* *Pretend means to make believe; make up; act as if something is true when it's not.* *Shang pretends to be small and weak to explain why she dropped the basket, and why the wolf fell.* *They show the wolf being pulled up in the basket and then being dropped/falling to the ground; how the wolf becomes hurt; how Shang pulls the wolf up, etc.*

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Close Reading Guide:
Lon Po Po, Pages 22–31
(For Teacher Reference)

Directions	Questions	Close Reading Guide
With group members, discuss the illustrations on **pages 24–25.** Then, whisper read page 25. Discuss and answer each question.	Why does the wolf agree to get into the basket a second time? Why does the wolf become furious? Draw a sketch to show what happens to make the wolf furious? How do the children respond to the wolf's anger?	Give students 6 or 7 minutes to view the illustrations, read the text, and answer each question. Circulate to offer support as needed. After students have recorded a response to each question, cold call members from different groups to share their ideas and sketches with the class. Listen and look for suggestions like: *I think the wolf agrees to get in the basket again because the only thing he wanted or could think of was the taste of the Gingko nut.* *The wolf becomes furious because they let go, he fell again (sketches of the wolf falling and bumping his head).* *They tell him they could not hold the rope, but one Gingko nut will make him feel better; they tell him that all three of them will try to pull him up the next time and that they will not fail.*

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Close Reading Guide:
Lon Po Po, Pages 22–31
(For Teacher Reference)

Directions	Questions	Close Reading Guide
Follow along silently as your teacher reads **page 27** aloud. With group members, discuss and answer the questions on the right. Be sure to refer back to the text to help you answer each question.	On one of your index cards, write the word "rose." Then, review each of the definitions for "rose" below and record the one you think is the correct definition (based on context), onto the back of your index card. – "A reddish color." – "A flower." – "To go higher." How do you think the children knew to let go of the rope at the same time? Explain. Why would the children want to drop the wolf? What happens to the wolf when the basket falls?	Read page 27 aloud as students follow along silently. Then give students 6 or 7 minutes to respond to each question. After students have answered each question, cold call members from each group to share their thinking with the class. Listen for: *Rose in this context means to go higher.* (Ask students how they figured out the meaning of this word.) *I think they knew to let go of the rope when Shang coughed, because they all let go right after she did that.* *I think the children want to drop the wolf so they can hurt or kill him, so he won't try to eat them (or similar suggestions).* *The wolf bumped his head and his heart broke into pieces.*

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Close Reading Guide:
Lon Po Po, Pages 22–31
(For Teacher Reference)

Directions	Questions	Close Reading Guide
Independently read **page 28**, then discuss the details you notice in the illustrations across pages 28–29 with group members. Refer to the text and illustrations to help you answer each question on the right.	Draw a picture of what the children do after the wolf falls the last time.	Give students 5 or 6 minutes to read page 28 and respond to the questions. Circulate to offer support and guidance as needed. Once students have answered the questions, cold call a few students to share their thinking aloud. Look and listen for: *Pictures of the children shouting "Po Po"; seeing that the wolf is dead, from the branches of the tree; climbing down the tree and going to bed; falling asleep.*
	Why would the children sleep "peacefully"?	*I think the children sleep peacefully because they aren't worried about the wolf eating them now that he is dead (or similar ideas).*

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Close Reading Guide:
Lon Po Po, Pages 22–31
(For Teacher Reference)

Directions	Questions	Close Reading Guide
Synthesis: With group members, chorally read **page 31**. Work together to answer each question on the right. Look back through the whole book and use all the thinking you have done about this story to help you answer these questions.	What word would you use to describe the ending of this story? Why?	Read the directions and then the first synthesis question aloud. Ask students to think about then discuss their ideas in groups. After 1 or 2 minutes, invite a few students to share their thinking aloud. Listen for ideas like: *I would describe the ending of this story as happy because the children escape from the wolf; the mean wolf dies. (Some students may suggest that it is sad, because the wolf's heart is broken. Honor all student suggestions that are supported by details from the text.)*
	What word would you use to describe the wolf in this story? Why?	Ask students to record a response to the first question and then read the second question aloud. Give students 1 or 2 minutes to discuss and record a response. Cold call a few students to share out and listen for: *I would describe the wolf as easy to fool because he keeps getting into the basket even after they drop him; he dies, etc.*
	What was the wolf's motivation for going to the children's house? Explain your thinking.	Ask students to discuss and then write an answer to the question: "What was the wolf's motivation for going to the children's house?" After 1 or 2 minutes, cold call a few students to share their responses whole group. Listen for: *The wolf went to the children's house so he could eat them, because he waited for their mother to leave, then dressed as their Po Po and described them as plump chicks in a coop (or similar ideas).*

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Close Reading Guide:
Lon Po Po, Pages 22–31
(For Teacher Reference)

Directions	Questions	Close Reading Guide
	What happens to the wolf as a result of his actions and decisions?	Read the next question aloud and ask students to record a response. After 1 minute, cold call a few students to share their answers aloud and listen for: *The wolf dies; he bumps his head and his heart is broken.*
	Which of the following lessons do you think can be learned from this story? – "Wolves like to eat Gingko nuts." – "If you are clever, you can get yourself out of bad situations." – "Never unlock the door for a wolf."	Ask students to think about and discuss: "What lesson could be learned from this story?" After 1 minute, invite a few students to share out the lesson they selected with the class and explain why they chose it. Listen for: *I think the lesson is "If you are clever, you can get yourself out of bad situations" because Shang was clever and tricked the wolf, so she was able to save herself and her sisters from the wolf (or similar ideas).*
		Read the last two questions aloud and explain that what makes a character "important" is that s/he contributes to the events that take place, helps to move the story along, is central to the problem and solution of the story, and is described in detail (what the character wants, looks like, says, and does.) Clarify as needed, then ask students to discuss their thinking about why the wolf and Shang are "important" to the story with group members.

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Close Reading Guide:
Lon Po Po, Pages 22–31
(For Teacher Reference)

Directions	Questions	Close Reading Guide
	In what ways is the wolf an important part of the story?	After 2 or 3 minutes, invite various groups to share their ideas with the class. Listen for suggestions like: *The wolf is an important part of the story because he causes a problem for the children by dressing as their Po Po and getting into their house. He ends up being killed by the children when they drop him from high up and his heart is broken.*
	In what ways is Shang an important part of the story?	*Shang is an important part of the story because she tricks the wolf and saves her sisters from being eaten up by him. She comes up with a plan to solve the problem they have with the wolf. She is able to kill the wolf with the help of her sisters, and she is safe and sleeps peacefully at the end of the story.*

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Narrative Elements Anchor Chart
(Example, for Teacher Reference)

What is the **setting** of the story?	Who are the main **characters** in this story?	What is the central **problem**?	What is the **solution**?
**Time and Place: The setting is usually vague, e.g., "A long time ago …" "In the country …" "In the forest …"*	** Minimal (up to five characters, but typically two or three); tend to be animals with human qualities/traits who may or may not interact with people*	**What motivates the character? What problem does the character have OR what problem does the character cause?* Events (what happens): 1. 2. 3.	**What happens to the character(s) as a result of their actions? How is the central problem solved?*

Traditional Stories

Folktale

A folktale is a story with no known author. Folktales were originally passed from one generation to another by word of mouth (through oral tradition) and were eventually written down.

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 1: Lesson 5

Mid-Unit Assessment: "Fox and Wolf" Selected Response and Short Answer Questions

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Mid-Unit Assessment:
"Fox and Wolf" Selected Response and Short Answer Questions

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1) I can determine the central lesson and explain how it is conveyed through key details in the text. (RL.3.2) I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3) I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. (RL.3.4) I can explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. (RL.3.7)

Supporting Learning Targets	Ongoing Assessment
• I can explain how characters' actions contribute to the sequence of events that take place in "Fox and Wolf." • I can determine the meaning of words and phrases from "Fox and Wolf." • I can explain the lesson that is conveyed in "Fox and Wolf" by referring to key details from the story.	• Mid-Unit 1 Assessment • Tracking My Progress, Mid-Unit 1 recording form

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Agenda	Teaching Notes
1. Opening A. Reviewing Homework and Engaging the Reader (5 minutes) 2. Work Time A. Mid-Unit 1 Assessment (35 minutes) B. Tracking My Progress (10 minutes) 3. Closing and Assessment A. Debrief: Narrative Elements and Who Is the Wolf in Fiction? (7 minutes) B. Sharing Reflections (3 minutes) 4. Homework A. Reread "Fox and Wolf" and self-assess fluency; read independently for at least 15 minutes.	• In this lesson, students take the Mid-Unit 1 Assessment. Students apply what they have learned about character analysis, determining the lesson conveyed through traditional stories and the meaning of key terms by responding to selected response and short answer about an unfamiliar folktale, "Fox and Wolf." • Some students may require additional time to complete this assessment independently. Make provisions for those students accordingly. One option is to allow students to independently read through the text once for gist just before rereading and taking the assessment. A second option is to create an audio version of the text for struggling readers to listen to, at predetermined listening centers, as they read along silently. • Some students may benefit from having someone read the questions aloud to them. Again make provisions for those students accordingly. • Post: Learning targets; Guiding Questions anchor chart; Who Is the Wolf in Fiction anchor chart; Narrative Elements anchor chart.

Lesson Vocabulary	Materials
characters, actions, contribute, sequence, events, determine, meaning, lesson, conveyed	• Narrative Elements anchor chart (from Lesson 4) • Who Is the Wolf in Fiction anchor chart (from Lesson 2) • Guiding Questions anchor chart (from Lesson 1) • "Fox and Wolf" (assessment text; one per student) • Mid-Unit 1 Assessment: "Fox and Wolf" selected response and short answer questions (one per student) • Tracking My Progress, Mid-Unit 1 recording form (one per student) • Mid-Unit 1 Assessment: "Fox and Wolf" selected response and short answer questions (answers, for teacher reference)

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Opening	Meeting Students' Needs
A. Reviewing Homework and Engaging the Reader (5 minutes) • Ask students to take out their Fluency Self-Assessments, with reflections recorded on the back, which they completed for homework. • Remind students that they were to self-assess fluency, reflect on individual progress, and then refine or revise their fluency goal. • Ask students to turn to a nearby partner with whom they have not worked recently, to share fluency reflections and refined or revised goals. • After 1 or 2 minutes, invite several students to share their thinking whole group. • Then, refocus students' attention on the **Narrative Elements** and **Who Is the Wolf in Fiction anchor charts**. Ask students to consider then discuss with a different nearby partner: "What do you think wolves are like, based on details from the story *Lon Po Po*?" • After 1 or 2 minutes, invite a few students to share their thinking aloud and listen for suggestions like: – "Based on details from *Lon Po Po*, I think that wolves are scary; they threaten people; they have sharp teeth and claws; they are tricky," etc. • Tell students that today they are going to take the Mid-Unit 1 Assessment to demonstrate what they have learned about how to determine the meaning of key terms, analyze characters and explain how their actions contribute to the sequence of events, and determine the central message or lesson conveyed through the story.	• Allow students who struggle to share their thinking aloud to instead pass their recorded reflections to their partners to read silently. • Provide sentence starters and frames to allow all students access to the group discussions.

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Work Time	Meeting Students' Needs

A. Mid-Unit 1 Assessment (35 minutes)
• Focus students' attention on the posted learning targets. Invite them to chorally read aloud with you:
  * "I can explain how characters' actions contribute to the sequence of events that take place in 'Fox and Wolf.'"
  * "I can determine the meaning of words and phrases from 'Fox and Wolf.'"
  * "I can explain the lesson that is conveyed in 'Fox and Wolf' by referring to key details from the story."
• Point out to students that these targets are similar to ones they focused on in the previous three lessons of this unit, then invite a few students to restate the targets in their own words.
• Refocus students' attention on the **Guiding Questions anchor chart** and ask them to share out any reflections they may have about the connection between the targets and how they support students' ability to answer the guiding questions. Answers will vary, but listen for students to indicate that explaining characters' actions, events, and the meaning of key words/phrases helps them both understand who the wolf is/how he is portrayed in fiction and determine the lesson the story is trying to convey.
• Distribute the story **"Fox and Wolf"** and the **Mid-Unit 1 Assessment: "Fox and Wolf" selected response and short answer questions**.
• Take some time to orient students to the assessment without giving them any of the answers. Tell students to closely review the directions and then complete the assessment. Clarify as needed.
• Remind the class that because this is an assessment, it is to be completed independently; however, if students need assistance, they should raise their hand to speak with a teacher.
• Circulate and support students as they work. During an assessment, prompting should be minimal.
• If students finish the assessment early, they may begin filling out their Tracking My Progress forms or reading their independent reading book.
• At the end of Work Time A, congratulate students on their hard work during the assessment. Tell students to hold on to their assessments to refer to as they complete their Tracking My Progress forms and for the debrief.
	• If students receive accommodations for assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study, as well as the goals of the assessment.

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Work Time (continued)	Meeting Students' Needs
B. Tracking My Progress (10 minutes) • Distribute a **Tracking My Progress, Mid-Unit 1 recording form** to each student. Remind students this form is like the progress trackers they have completed in previous units and modules, then provide clarification as necessary. • Ask students to refer to their responses on the Mid-Unit 1 Assessment as they reflect on their ability to meet each of the targets. • Once students complete their progress trackers, ask them to hang on to their tracking forms and assessment texts for the Closing of the lesson. Collect students' assessments to score using the **Mid-Unit 1 Assessment: "Fox and Wolf" selected response and short answer questions (answers, for teacher reference)**.	• Allow students who struggle with expressing their ideas through writing, to dictate their reflections to you or another adult to scribe.

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Closing and Assessment	Meeting Students' Needs
A. Debrief: Narrative Elements and Who Is the Wolf in Fiction? (7 minutes) • Refocus students' attention on the Narrative Elements anchor chart and review the information added to the chart during Lessons 2–4. • Ask students to think about their responses to the assessment questions and refer to the story "Fox and Wolf" to discuss with nearby peers: "What did we read today that could be added to the columns on our chart?" • After 2 or 3 minutes, invite students to share their ideas whole class. Add students' ideas to the appropriate columns on the anchor chart, listening for suggestions like: – "The setting is a deep forest in winter." – "The characters are the wolf, the fox, and the Mohawk man." – "The fox and wolf were both motivated to get something to eat; the fox wanted both strings of fish to himself; the Mohawk man wanted a fur pelt." – "Key events include the fox tricking the Mohawk man and stealing his fish; the wolf seeing the fox eating fish and asking for some, but fox won't share; the fox telling the wolf a plan for getting fish but when the wolf follows the fox's advice he is captured by the Mohawk man; and the fox gets both strings of fish." – "The fox's problem is solved when he gets both strings of fish; the wolf's problem is not solved, because he doesn't get any fish and he has a new problem because he is captured; the Mohawk man loses his fish, but he does capture the wolf," etc. • Focus students on the **Who Is the Wolf in Fiction anchor chart** and ask them to discuss with nearby partners: "How would you describe the wolf in this story? Why?" • After 1 or 2 minutes, invite a few volunteers to share their thinking aloud. Listen for: • "The wolf in this story was foolish to trust the fox because in the beginning of the story it says they were good neighbors but not good friends, so wolf shouldn't have trusted fox," and other ideas supported by details from the story.	• Provide sentence starters and frames as needed, so all students can share their thinking during the debrief. • Offer sentence frames to support all students' ability to share reflections; for example: "I think I have mastered ___ because ___"; and "I'm still struggling with ___ because ___."
B. Sharing Reflections (3 minutes) • Ask students to join a partner who is *not* a part of their regular small group to share reflections from their progress trackers. • After 1 or 2 minutes, invite several students to share their thinking whole group. Collect students' progress trackers to review.	

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Homework	Meeting Students' Needs
• Reread "Fox and Wolf" once in a whisper voice, then once aloud and self-assess your fluency. • Read independently for at least 15 minutes. *Note: Students will need an un-scored copy of their assessments during Lesson 6. In advance, make copies to hand out to students, so you are able to review and score the originals. Be sure to score and return students' assessments before Lesson 8.*	• Provide an audio version of "Fox and Wolf" for struggling readers to practice reading aloud with. • Provide audio versions of independent reading texts, if available, to support struggling readers.

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 1: Lesson 5
Supporting Materials

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"Fox and Wolf"

"Fox and Wolf," A Native-American Folktale

Wolf was smart, but Fox was smarter. They lived in the same deep forest and chased the same animals for food. Fox and Wolf would nod as they passed each other on the animal paths but they stayed out of each other's hunting grounds. Fox and Wolf were good neighbors but not good friends.

One winter the cold moved in like an enemy. Wind beat against the tree trunks, and snow swirled around the bare branches.

It was hard for Fox and Wolf to walk to their hunting grounds as the animal paths were filled with deep snow. The cold wind stung their eyes and made their noses ache. Fox and Wolf were hungry; all their usual food slept in the earth, warm and snug in mouse holes or chipmunk nests.

One dark, cold day Fox saw a Mohawk Indian man trudging through the forest pulling a sled behind him. The sled held two long strings of fish.

Fox licked his chops, thinking of those plump, tasty fish. How good they would be to eat! How good it would feel to sleep with a full belly tonight, when the sun pulled up her night blanket against the cold, and the forest filled with icy darkness. Fox hid behind a tree and thought and thought.

Finally he said to himself, "I know how to get those fish, every last one of them."

Fox ran ahead of the man and found a tree in his path. Fox leaned against the trunk. "My leg! My leg!" he cried. "I've broken my leg!"

The man hurried to the tree, pulling his sled behind him.

"I've broken my leg," Fox cried. "Help me, brother."

"A fox with a broken leg makes a very poor fox," the man said. "He makes a better fur hat. I will take you home and make a warm fur hat out of you."

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"Fox and Wolf"

The man placed the whimpering fox on the sled with the fish. He pushed through the windy forest for home, his snow shoes squeaking over the dry, feather-light snow. Fox lay on the sled, waiting.

At the best moment for escape, Fox grabbed one string of fish and jumped off the sled. "Nothing tastes better than a string of fish on a cold winter's day," he yipped to the man. "You won't get that fur hat today!"

Fox raced into the deepest part of the forest. He sat by a tree and began to feast on his fish. Wolf came by.

"Brother," Wolf said, "nothing tastes better than a string of fish on a cold winter's day. Perhaps you could give me some of your fish."

"No," replied Fox, chomping on a fish. "I need all my fish today, but I'll tell you how you can get some fish of your own."

Soon, Wolf lay against a tree, howling. "My leg! My leg!" he cried. "Help me."

The Mohawk man rushed through the forest toward Wolf, his second string of fish bumping behind him on the sled.

"I've broken my leg," Wolf howled. "Help me, brother."

"I've been tricked once today," the Mohawk said angrily. "I won't be tricked again."

Fox watched from behind a tree as the man knelt to tie Wolf's legs with a grapevine rope. At the best moment, Fox dashed out and grabbed the second string of fish. He ran for the safety of the woods as fast as he could.

"Nothing tastes better than a second string of fish on a cold day," Fox called behind him. "No fish or fox-fur hat for the likes of you two today!"

Lemmon, L.D. Jack & Jill. Jan/Feb 1996, Vol. 58, Issue 1.

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Mid-Unit 1 Assessment:
"Fox and Wolf" Selected Response and Short Answer Questions

Long-Term Learning Targets Assessed:

- I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1)
- I can determine the central lesson and explain how it is conveyed through key details in the text. (RL.3.2)
- I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3)
- I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. (RL.3.4)
- I can explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. (RL.3.7)

Directions:

- Read the folktale "Fox and Wolf" to determine the gist.
- Review each of the assessment questions below.
- Reread "Fox and Wolf" and review the illustration, to help you answer each question.

1. In the first paragraph, the author tells the reader that "Fox and Wolf were good *neighbors* but not good *friends*." What is the author trying to tell the reader about the relationship between Fox and Wolf?

   a. Fox and Wolf were very close friends.

   b. Fox and Wolf spent time together.

   c. Fox and Wolf got along with each other, but they were not close friends.

   d. Fox and Wolf were enemies.

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Mid-Unit 1 Assessment:
"Fox and Wolf" Selected Response and Short Answer Questions

2. In the second paragraph of the story it says, "One winter the cold moved in like an *enemy*." The author uses the word "enemy" to show that:
   a. The cold weather was dangerous for Fox and Wolf.
   b. It was snowing very hard.
   c. There were no animals for Fox and Wolf to hunt.
   d. Fox and Wolf would need to work together to survive the winter.

3. How does the illustration help you understand why it would be difficult for Fox and Wolf to find food once winter came?

4. Part A: What is the central message or lesson of this story?
   a. It is easy to trick your friends.
   b. Don't trust someone who is not your friend.
   c. It's better to have two strings of fish than to have just one.

   Part B: Which of the following details from the story BEST supports your response to Part A:
   a. Fox tricks the Mohawk man.
   b. Fox is hungrier than Wolf.
   c. Fox and Wolf were not good friends.

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Mid-Unit 1 Assessment:
"Fox and Wolf" Selected Response and Short Answer Questions

5. The first sentence of the story states, "Wolf was smart, but Fox was smarter." Use two details from the story to support this description. Be sure to answer in complete sentences.

6. Part A: Number the following events in the order in which they occurred.

_____ Wolf asks Fox if he will share his fish, but Fox says no.

_____ Fox sees a Mohawk man with two strings of fish.

_____ Winter comes.

_____ Fox tricks the Mohawk man and takes a string of fish.

_____ The Mohawk man captures Wolf, and Fox is able to take a string of fish.

_____ Fox tricks Wolf.

Part B: Refer to your responses to the above questions and the text to explain: Why is Wolf an important part of this story? Use two details from the text to support your answer.

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Mid-Unit 1 Assessment:
"Fox and Wolf" Selected Response and Short Answer Question
(Answers, for Teacher Reference)

1. In the first paragraph, the author tells the reader that "Fox and Wolf were good *neighbors* but not good *friends*." What is the author trying to tell the reader about the relationship between Fox and Wolf? (RL.3.4 – literal)
   a. Fox and Wolf were very close friends.
   b. Fox and Wolf spent time together.
   c. Fox and Wolf got along with each other, but they were not close friends.
   d. Fox and Wolf were enemies.

2. In the second paragraph of the story it says, "One winter the cold moved in like an *enemy*." The author uses the word "enemy" to show that: (RL.3.4 – non-literal)
   a. The cold weather was dangerous for Fox and Wolf.
   b. It was snowing very hard.
   c. There were no animals for Fox and Wolf to hunt.
   d. Fox and Wolf would need to work together to survive the winter.

3. How does the illustration help you understand why it would be difficult for Fox and Wolf to find food once winter came? (RL.3.7)

   The picture shows snow covering the ground and the trees, which helps me understand how snow covered everything and why Fox and Wolf would have difficulty walking to their hunting grounds, and finding their usual food.

4. Part A: What lesson can be learned from this story? (RL.3.2)
   a. It is easy to trick your friends.
   b. Don't trust someone who is not your friend.
   c. It's better to have two strings of fish than to have just one.

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Mid-Unit 1 Assessment:
"Fox and Wolf" Selected Response and Short Answer Question
(Answers, for Teacher Reference)

Part B: Which of the following details from the story BEST supports your response to Part A: (RL.3.1, RL.3.2)

a. Fox tricks the Mohawk man.

b. Fox is hungrier than Wolf.

c. Fox and Wolf were not good friends.

5. The first sentence of the story states, "Wolf was *smart*, but Fox was *smarter*." Use two details from the story to support this description. Be sure to answer in complete sentences. (RL.3.1, RL.3.3)

Fox is smarter than Wolf because Fox figures out a way to trick the Mohawk man out of the first string of fish, while Wolf still hasn't been able to find any food. Then, Fox tricks Wolf into pretending he is hurt so he will be caught by the Mohawk man and Fox is able to steal a second string of fish.

6. Part A: Number the following events in the order in which they occurred. (RL.3.3)

(4) Wolf asks Fox if he will share his fish, but Fox says no.

(2) Fox sees a Mohawk man with two strings of fish.

(1) Winter comes.

(3) Fox tricks the Mohawk man and takes a string of fish.

(6) The Mohawk man captures Wolf, and Fox is able to take a string of fish.

(5) Fox tricks Wolf.

Part B: Refer to your responses to the above questions and the text to explain: Why is Wolf an important part of this story? Use two details from the text to support your answer. (RL.3.1, RL.3.3)

Wolf is important because Fox is able to trick Wolf into helping him get the second string of fish. When Wolf comes to Fox hungry and asking for some of Fox's fish, Fox says "no" but tells Wolf how he can get his own string of fish. Wolf follows Fox's advice and pretends to be injured, but the Mohawk man does not fall for the trick a second time and ties Wolf up, so Fox is able to steal the second string of fish.

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Tracking My Progress, Mid-Unit 1

Name:

Date:

Learning Target: I can explain how characters' actions contribute to the sequence of events that takes place in "Fox and Wolf."

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this

I understand some of this

I am on my way!

3. The evidence to support my self-assessment is:

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Tracking My Progress, Mid-Unit 1

Learning Target: I can determine the meaning of words and phrases from "Fox and Wolf."

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this

I understand some of this

I am on my way!

3. The evidence to support my self-assessment is:

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Tracking My Progress, Mid-Unit 1

Learning Target: I can explain the lesson that is conveyed in "Fox and Wolf" by referring to key details from the story.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this

I understand some of this

I am on my way!

3. The evidence to support my self-assessment is:

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 1: Lesson 6

Describing The Wolf in Fables: “The Wolf and the Lean Dog,” Part 1

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can determine the meaning of unknown words and phrases, choosing from a range of strategies. (L.3.4) I can use sentence-level context as a clue to the meaning of a word or phrase. (L.3.4a) I can determine the meaning of the new word formed when a known affix is added to a known word. (L.3.4b) I can read with sufficient accuracy and fluency to support comprehension. (RF.3.4) I can engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing my own clearly. (SL.3.1)

Supporting Learning Targets	Ongoing Assessment
• I can work with peers to review and justify my responses to the Mid-Unit 1 Assessment questions, then revise as necessary based on group discussions and evidence from the text. • I can determine the meaning of words using context clues and known affixes.	• Fluency Self-Assessment (continued from Lesson 2 homework) • Mid-Unit 1 Assessment revisions • Vocabulary cards

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Agenda	Teaching Notes
1. Opening A. Reviewing Homework and Engaging the Reader (5 minutes) 2. Work Time A. Mid-Unit 1 Assessment: Review and Peer Discussion (25 minutes) B. Determining the Gist and the Meaning of Key Terms: "The Wolf and the Lean Dog" (25 minutes) 3. Closing and Assessment A. Debrief and Reviewing Learning Targets: Narrative Elements and Who Is the Wolf in Fiction? (5 minutes) 4. Homework A. Reread "The Wolf and the Lean Dog" aloud; reassess fluency and refine goal.	• In this lesson, students discuss and justify their responses to the Mid-Unit 1 Assessment and then read for gist and determine the meaning of key terms from a new text, "The Wolf and the Lean Dog." • In this lesson, students read to determine the gist and the meaning of key vocabulary from "The Wolf and the Lean Dog"; in Lesson 7 they will work more closely with the same text. These two lessons serve as gradual release, allowing adequate opportunity to model and have students share and refine their thinking in groups. In Lessons 8 and 9, students complete similar tasks more independently, with new fables. • In Work Time A, students review and discuss their responses to the Mid-Unit 1 Assessment (from Lesson 5), and then revise based on new understandings. This allows students to revisit and solidify their understandings from the first half of the unit, so they can build upon and extend their knowledge of how wolves are portrayed in traditional stories during the second half of the unit. Note that students will need a fresh clean copy of "Fox and Wolf" for this work. • In Work Time B, students determine the gist of a new fable, "The Wolf and the Lean Dog," and then use context clues and the known affix "un-" to determine the meaning of key words from the story. Reading for gist and defining key terms prior to rereading and more deeply analyzing the text in Lesson 7 helps students get an initial sense of the story and gives them an opportunity provides an opportunity to figure out words important to understanding key ideas. • Outside of this lesson, be sure to find a time to conduct a quick fluency check-in with students (see Unit 1 Overview, Preparation and Materials for more details). This will help students refine their fluency goals (which they set during Lesson 2) based on their progress up to this point. • In advance: – Copy students' un-scored Mid-Unit 1 Assessments, for distribution during Work Time A. – On the Narrative Elements anchor chart, add the following definition for "Fable" to the bottom (below the definition of "Folktale"): "A fable is a short story that is intended to teach a lesson."

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Agenda	Teaching Notes (continued)
	– Review Back-to-Back, Face-to-Face and Thumb-O-Meter in Checking for Understanding Techniques (see Appendix). – Punch holes in index cards (five per student), to save time during Work Time A vocabulary instruction. • Post: Learning targets; Guiding Questions anchor chart; Who Is the Wolf in Fiction anchor chart; Narrative Elements anchor chart.

Lesson Vocabulary	Materials
master, review, justify, context, affixes, consensus; lean, fare, unpleasant, scrawny, unkind	• Narrative Elements anchor chart (from Lesson 4) • Guiding Questions anchor chart (from Lesson 1) • Completed Mid-Unit 1 Assessments (from Lesson 5; copies of students' own un-scored assessments) • "Fox and Wolf" (assessment text from Lesson 5; one new clean copy per student; see Teaching Note) • Document camera • Mid-Unit 1 Reflection task card (one per group and one to display) • Mid-Unit 1 Assessment: "Fox and Wolf" Selected Response and Short Answer Questions (answers, for teacher reference; from Lesson 5) • Journals (begun in Lesson 1) • "The Wolf and the Lean Dog" (one per student) • Index cards (five per student; with holes pre-punched in the upper left-hand corner of each card) • Metal rings (from Lesson 2; students' own) • Who Is the Wolf in Fiction anchor chart (from Lesson 2)

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Opening	Meeting Students' Needs

A. Reviewing Homework and Engaging the Reader (5 minutes)
• Remind students that for homework they were to self-assess fluency and read independently.
• Then, review the Back-to-Back, Face-to-Face protocol as needed and ask students to quickly find a partner.
• Once students are partnered, pose the following question for them to consider back-to-back and then turn face-to-face to discuss:
  * "What strategies have you used to master (or work toward mastery of) your fluency goal?" (if necessary, define *master* for students as: becoming skilled at something)
• After 1 minute, invite a few pairs to share out ideas from their face-to-face discussions.
• Then, focus students' attention on the **Narrative Elements anchor chart** and the definition for "Fable" (see Teaching Notes). Ask students to read the definition aloud with you: "A fable is a short story that is intended to teach a lesson."
• Remind students that after reading the story *Lon Po Po*, they worked to determine the central lesson conveyed by the story. Explain that today students begin to read fables, which are another type of traditional story that people pass from one generation to the next in order to teach the listener, or reader, a lesson.
• Refocus students' attention on the **Guiding Questions anchor chart** and invite volunteers to read the questions aloud:
  * "What lessons can be learned from traditional stories?"
  * "Who is the wolf in fiction?"
• Tell students they will continue to focus on these questions during the second half of this unit.
	• Provide sentence starters or frames to support all students' ability to share ideas during the Back-to-Back, Face-to-Face protocol.

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Work Time	Meeting Students' Needs

A. Mid-Unit 1 Assessment: Review and Peer Discussion (25 minutes)
• Ask students to join group members and then read the first learning target aloud with you:
  * "I can work with peers to review and justify my responses to the Mid-Unit 1 assessment questions then revise as necessary based on group discussions and evidence from the text."
• Point out the key terms in this target: *review* and *justify*. Invite students to discuss in groups what they think each term means.
• After 1 minute, invite a few students to share their thinking aloud and listen for:
  * "*Review* means to look over again, think about again, or revisit."
  * "*Justify* means support or explain why."
• If students are not able to articulate the meaning of these words, define for them.
• Explain that students will have an opportunity to discuss their responses to the Mid-Unit 1 Assessment questions with peers and then revise their thinking as necessary based on group discussions and evidence (key details) they locate in the text to support their thinking. Tell students that revisiting understandings from the assessment allows them to refine their knowledge from the first half of the unit before building on it during the second half of the unit as they begin reading fables.
• Distribute un-scored copies of students' **completed Mid-Unit 1 Assessments** and clean copies of the assessment text **"Fox and Wolf."**
• Using a **document camera**, display and then distribute the **Mid-Unit 1 Reflection task card**.
• Read the directions aloud and answer any clarifying questions. When students are ready, ask them to begin working.
• Circulate throughout the room to offer guidance and probe student thinking by asking questions such as:
  * "How did you arrive at this answer?"
  * "What evidence from the story makes you think this is the best response to that question?"
  * "What ideas did you hear from your peers that helped you to refine or revise your initial response?"
  * "How does revisiting your responses and the text and discussing your ideas with peers help you better understand the story or key ideas from the story?"
	• Allow students who struggle in larger groups to partner off with one member of their group to discuss assessment responses, then share out with their group of four.
	• Consider working with a small group of struggling readers to help them review and discuss their thinking about each question.

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Work Time (continued)	Meeting Students' Needs
• After about 15 minutes, cold call groups to share their responses to each question with the class. Refer to the **Mid-Unit 1 Assessment: "Fox and Wolf" Selected Response and Short Answer Questions answers, for teacher reference)** as needed. • Collect students' assessment copies to review in conjunction with original copies of their Mid-Unit 1 Assessments (from Lesson 5), to determine students' ability to revisit and revise their thinking based on peer discussions and evidence from the text.	
B. Determining the Gist and the Meaning of Key Terms: "The Wolf and the Lean Dog" (25 minutes) • Ask students to take out their **journals**. Distribute the fable **"The Wolf and the Lean Dog."** Orient students to the text by pointing out the bolded words and explain they are key terms students will work with after reading for gist, to help deepen their understanding of the text. • Tell students that the first read of this text will be aloud, so they should follow along silently and try to determine the gist of this story. • Begin with the title and end with the last, italicized sentence, "Take what you can get when you can get it." • Invite students to talk within groups about what they think the gist of this fable is. • After 1 or 2 minutes, cold call a few groups to share their thinking aloud. Listen for suggestions like: – "The gist of this story is that the wolf made a mistake by letting the dog go because he couldn't eat him later." – "The dog is able to escape being eaten by the wolf," etc. • Ask students to turn to the next blank page in their journals to record the gist of this fable. • Ask students to read the second learning target aloud with you: * "I can determine the meaning of words, using context clues and known affixes." • Underline the key terms: *context* and *affixes*. Ask students what they know about these terms, and listen for suggestions like: – "Using *context* clues means to refer to other words and phrases in a sentence to help you figure out what an unknown word means." – "*Affixes* are parts that are added to a word (root word) that change the word."	• Allow students who struggle with writing to draw a pictorial representation of the gist. • If you have not done so already, consider creating a Vocabulary Strategies anchor chart to record key terms and examples of how students use specific strategies to determine meaning, for ongoing student reference. • Encourage ELLs and struggling writers to draw pictorial representations of the meaning for each term prior to, or in place of, recording a definition. • For students who struggle with multistep directions, consider highlighting just one step at a time for them to complete.

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Work Time (continued)	Meeting Students' Needs

• Clarify and/or provide examples to help students understand the meaning of these terms as needed.
• Give each student five **index cards** and ask them to record each of the bolded words from the text onto its own index card: *lean*, *fare*, *unpleasant*, *scrawny*, and *unkind*.
• After students record each word onto a card, ask them to set the words "unpleasant" and "unkind" aside and focus on the words "lean," "fare," and "scrawny."
• Tell students they will use context clues to determine and record the meaning of each of these terms, then refresh students' memory of how to use sentence-level context clues to determine the meaning of by modeling the process with the word "lean."
• Read the second sentence of the fable aloud, emphasizing the words, "lean" and "bony": "It happened to be a very *lean* and *bony* Dog, and Master Wolf would have turned up his nose at such meager fare had he not been more hungry than usual."
• Ask students what they think "bony" means. Listen for: "You can see the dog's bones," or similar ideas.
• Ask students what it means to turn up one's nose at something. Listen for ideas like: "It means to not want it," "to think it's not good enough for you," etc. Then ask:
  * "So what do these context clues make you think 'lean' might mean?"
• Listen for: "Thin," "ribs showing," "doesn't have any fat," etc. Affirm or clarify students' thinking, then ask them to record a definition on the backside of the index card for "lean."
• Tell students they will now work with group members to determine the meaning of the words "fare" and "scrawny" using context clues and then add their definitions to the back of the cards.
• After 3 or 4 minutes, invite few students to share a definition for each word and explain how they used context clues to determine meaning. Listen for:
  – "*Fare* means food; I figured this out because the sentence says he was 'more hungry than usual' which made me think fare is a way of saying food."
  – "*Scrawny* means skinny; I figured this out because the sentence says the wolf wanted a 'fine fat Dog instead of the scrawny object before him.'"	

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Work Time (continued)	Meeting Students' Needs

• Give students a brief moment to revise their definitions as needed based on group discussions.
• Then, ask students to set aside the three complete cards and focus on the cards with the terms "unpleasant" and "unkind."
• Ask students to underline the affix "un-" in each word, and then circle the root words "pleasant" and "kind."
• Ask students what "un-" means and listen for "not" (if students are not familiar with the meaning of "un-," define for them). Ask students to write the word "not" above "un-" in each word. Then, ask students to think about and discuss in groups what "pleasant" means.
• After 1 minute, invite a few students to share out. Listen for: "Pleasant means nice," or similar ideas. Then ask:
  * "So if 'un-' means 'not' and 'pleasant' means 'nice,' what does 'unpleasant' mean?"
• Listen for students to say: "Not nice." Direct students to record a definition for "unpleasant" on the back of the appropriate index card.
• Then, tell students to work in groups using this same process to determine the meaning of the word "unkind" and write the definition on the back of the card.
• Then ask:
  * "What do you notice about the definitions for 'unpleasant' and 'unkind'?"
  Listen for students to notice that unpleasant and unkind have similar meanings, so they are considered "synonyms."
• Ask students to quickly add each new Vocabulary card to their **metal rings**.	

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Closing and Assessment	Meeting Students' Needs
A. Debrief and Reviewing Learning Targets: Narrative Elements and Who Is the Wolf in Fiction? (5 minutes) • Focus students' attention on the Narrative Elements anchor chart and briefly review the information added to the chart during Lessons 4 and 5. Ask students to refer to the fable "The Wolf and the Lean Dog" as well as their gist statements and Vocabulary cards to discuss with nearby peers: "What did we read today that could be added to the columns on our chart?" • After 2 or 3 minutes, invite students to share their ideas whole class. Add students' ideas to the appropriate columns of the anchor chart, listening for suggestions like: – "The setting is a village, in the master's yard." – "The characters are the wolf and the lean dog (the master and the porter)." – "The wolf's motivation was to eat the dog once he got fatter; the dog's motivation was to escape being eaten by the wolf." – "Events are that the wolf tries to eat the lean dog, but the dog convinces him not to eat such a scrawny dog; he tells the wolf to wait until he is fatter. The wolf returns to eat the dog once he has gotten fatter, but the dog scares the wolf away with the porter (a huge dog)." – "The wolf did not get to eat the dog because he waited for the dog to get fat but by then the dog was safe, protected by the porter," etc. • Then, focus students' attention on the **Who Is the Wolf in Fiction anchor chart** and ask them to discuss with nearby partners: "Based on your first read of this fable, how would you describe the wolf in this story? Why?" • After 1 or 2 minutes, invite a few students to share their thinking aloud and record their ideas onto the chart. • Ask students to read each of the learning targets aloud, pausing between to use a Thumb-O-Meter to demonstrate their level of mastery toward each target.	• Provide sentence starters and frames as needed, so all students can share their thinking during the debrief.

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Homework	Meeting Students' Needs
• Reread "The Wolf and the Lean Dog" once aloud. • Reread "The Wolf and the Lean Dog" aloud a second time to self-assess fluency and refine or revise your goal as needed (for example, if you feel you are at a level 3 or 4 in your goal area, choose another criteria to focus on).	• Provide an audio version of "The Wolf and the Lean Dog" for struggling readers to practice reading aloud with. • Allow students who struggle with writing to dictate their T-chart responses to someone at home to scribe for them.

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 1: Lesson 6
Supporting Materials

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Mid-Unit 1 Reflection Task Card

1. With group members, whisper read "Fox and Wolf."
2. With group members, read aloud Question 1 on the mid-unit assessment. Then, restate the question in your own words.
3. In your group, take turns sharing out your responses and explaining what evidence from the story supports your answer.
4. If group members have different responses, discuss. Refer to evidence from the text, and reach a consensus.
5. As time allows, discuss your group's response with another nearby group, to share thinking and reach consensus.
6. Repeat Steps 1–5 for each question on the assessment.

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"The Wolf and the Lean Dog"

A Wolf prowling near a village one evening met a Dog. It happened to be a very **lean** and bony Dog, and Master Wolf would have turned up his nose at such meager **fare** had he not been more hungry than usual. So he began to edge toward the Dog, while the Dog backed away.

"Let me remind your lordship," said the Dog, his words interrupted now and then as he dodged a snap of the Wolf's teeth, "how **unpleasant** it would be to eat me now. Look at my ribs. I am nothing but skin and bone. But let me tell you something in private. In a few days my master will give a wedding feast for his only daughter. You can guess how fine and fat I will grow on the scraps from the table. *Then* is the time to eat me."

The Wolf could not help thinking how nice it would be to have a fine fat Dog to eat instead of the **scrawny** object before him. So he went away pulling in his belt and promising to return.

Some days later the Wolf came back for the promised feast. He found the Dog in his master's yard, and asked him to come out and be eaten.

"Sir," said the Dog, with a grin, "I shall be delighted to have you eat me. I'll be out as soon as the porter opens the door."

But the "porter" was a huge Dog whom the Wolf knew by painful experience to be very **unkind** toward wolves. So he decided not to wait and made off as fast as his legs could carry him.

Take what you can get when you can get it.

The Project Gutenberg EBook of The Æsop for Children. "The Wolf and the Lean Dog". Project Gutenberg, 2006. 42. Web. 2014.

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 1: Lesson 7

Describing The Wolf in Fables: “The Wolf and the Lean Dog,” Part 2

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3) I can write opinion pieces, supporting a point of view with reasons. (W.3.1) I can read with sufficient accuracy and fluency to support comprehension. (RF.3.4)

Supporting Learning Targets	Ongoing Assessment
• I can describe the characters in "The Wolf and the Lean Dog" and explain how their actions contribute to the sequence of events. • I can express an opinion about the wolf in this fable and support my opinion with reasons.	• Fluency Self-Assessment (continued from Lesson 2 homework) • Vocabulary cards • Character Analysis Chart and Text-Dependent Questions: "The Wolf and the Lean Dog"

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Agenda	Teaching Notes
1. Opening A. Reviewing Homework and Engaging the Reader (5 minutes) 2. Work Time A. Describing Characters (25 minutes) B. Expressing an Opinion (25 minutes) 3. Closing and Assessment A. Debrief and Reviewing Learning Targets: Narrative Elements and Who Is the Wolf in Fiction? (5 minutes) 4. Homework A. Reread "The Wolf and the Lean Dog" aloud; reread "The Wolf and the Lean Dog" once more aloud to reassess fluency and refine goal; complete Character T-chart.	• In this lesson, students review the story "The Wolf and the Lean Dog" (from Lesson 6) and then respond to questions about the story. They continue to build on their understandings from the first half of the unit by completing a Character Analysis chart and text-dependent questions, which helps them analyze the characters and their actions and then form an opinion about the wolf in the story. Students also continue to practice fluent reading skills to help build comprehension and prepare for the End of Unit 1 Assessment, Part 2 (in Lesson 11). • In Work Time A, students participate in a whole group model and think-aloud to become oriented to the new Character chart and text-dependent questions, which will enhance their understanding of the fable "The Wolf and the Lean Dog." • In Work Time B, students take part in a shared writing experience during which the class will develop an opinion about the wolf in the fable, support their thinking with reasons and a concluding statement, and use linking words to connect ideas. Shared writing allows students to focus on the content of their writing rather than concerning themselves with structure and conventions. In later lessons, students will be expected to complete this work more independently, so it is important to provide a strong foundational model for them in this lesson. • Be sure to score and return students' mid-unit assessments before Lesson 8. • In advance: Review Milling to Music and Fist to Five in Checking for Understanding Techniques (see Appendix). • Post: Learning targets; Guiding Questions anchor chart; Who Is the Wolf in Fiction anchor chart; and Narrative Elements anchor chart.

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Lesson Vocabulary	Materials
express, opinion, fable, support, reasons, lean, fare, unpleasant, scrawny, unkind	• Guiding Questions anchor chart (from Lesson 1) • Journals (begun in Lesson 1) • "The Wolf and the Lean Dog" (one per student; from Lesson 6) • Document camera • Character Analysis Chart and Text-Dependent Questions: "The Wolf and the Lean Dog" (one per student) • Character Analysis Chart and Text-Dependent Questions: "The Wolf and the Lean Dog" (answers, for teacher reference) • Opinion Writing anchor chart (new; teacher created) • White boards (one per group) • White board markers (one per group) • Blank sheet of chart paper (one for display) • Who Is the Wolf in Fiction anchor chart (from Lesson 2) • Narrative Elements anchor chart (from Lesson 4) • Tape, glue, or staples (enough for all students) • Character T-Chart: "The Wolf and the Lean Dog" (one per student)

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Opening	Meeting Students' Needs

A. Reviewing Homework and Engaging the Reader (5 minutes)
• Remind students that for homework they were to self-assess fluency.
• Then, review Milling to Music as needed and ask students to mill to find a partner.
• Once students are partnered, pose the following question for them to consider then discuss:
  * "What strategies have you used to master (or work toward mastery of) your fluency goal?"
• After 2 or 3 minutes, invite a few pairs to share out ideas from their discussions.
• Direct students' attention to the posted **Guiding Questions anchor chart**. Invite two volunteers to read the guiding questions aloud:
  * "What lessons can be learned from traditional stories?"
  * "Who is the wolf in fiction?"
• Tell students they will continue to focus on these questions as they reread and respond to questions about the fable "The Wolf and the Lean Dog" during today's lesson.
	• Provide sentence starters or frames to support all students' ability to share ideas during Milling to Music.

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Work Time	Meeting Students' Needs

A. Describing Characters (25 minutes)
• Ask students to take out their **journals** and copies of the fable **"The Wolf and the Lean Dog"** and join their groups.
• Invite a few students to remind the class of the gist of "The Wolf and the Lean Dog" (from Lesson 6), to help ground them in the story once again.
• Then, ask students to read the first learning target aloud with you:
  * "I can describe the characters in 'The Wolf and the Lean Dog' and explain how their actions contribute to the sequence of events."
• Point out that this target is similar to ones from previous lessons and ask students to discuss in groups: "What is the first thing you think you will be doing, during this part of Work Time?"
• After 1 minute, invite a few students to share out their thinking with the class.
• Next, using a **document camera**, display and then distribute the **Character Analysis Chart and Text-Dependent Questions: "The Wolf and the Lean Dog."**
• Read the directions aloud, then orient students to each column and row of the chart and how each relates to the directions, starting with "Motivations." Remind students that they discussed "motivations" with the folktale *Lon Po Po*. Ask:
  * "In *Lon Po Po*, what was the wolf's motivation? What did the wolf want?"
  * "How did what he said, thought, and felt help us determine his motivation, or what he wanted?"
• After 1 minute, invite a few students to share out and listen for suggestions like:
  – "The wolf wanted to eat the children first, but then he changed his mind and wanted the Gingko nuts instead."
  – "We knew he wanted to eat the children because he disguised himself as their Po Po to get into the house after the mother left and he used words like plump, juicy, and chicks in a coop to describe the children."
  – "We knew he wanted the Gingko nuts because his mouth watered when Shang described them, and he got into the basket even after he had been dropped because he wanted them so badly."
• Continue by reading Step 2 and the Actions column, then reading Step 3 and pausing to emphasize that it's what characters say, think, feel, and do that helps us understand what their motivations are, or what they want.
	• Allow students who struggle with articulating their thinking aloud, to act out what they think they will be doing during Work Time A.
	• Consider providing partially completed Character Analysis charts to students who have difficulty with writing and/or articulating ideas whole group.

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Work Time (continued)	Meeting Students' Needs
• Then, focus on Step 4 and the Traits column. Ask students to recall from the first half of the unit that as they closely read *Lon Po Po*, they often analyzed the characters' traits, to better understand the character and how "who" the character is (his/her personality) helps to convey a lesson to the reader. Ask students: "How would you describe traits of the wolf and Shang from *Lon Po Po*?" • Give students 2 minutes to confer in groups, then invite a few groups to share their thinking with the class. Listen for: – "Traits that describe the wolf's personality are cunning, liar, sneaky, frightening," etc. – "Traits that describe Shang's personality are clever, smart, protective," etc. • Then, point out Step 5 and the "Result" boxes. Clarify elements of the character chart as needed. • Read the bolded text at the bottom of the directions aloud, explaining that after students reread the fable and complete the chart, they will respond to text-dependent questions to help them synthesize key details from the story. • Explain that because this is the first time students have worked with this chart, the class will work together to fill it in during this lesson, but in following lessons students will be expected to complete this work more independently. Therefore, it will be important for them to pay close attention, participate in discussions, and ask clarifying questions as needed. • Begin leading students through the process for completing the chart by reading the first sentence of "The Wolf and the Lean Dog" aloud and asking: "Are there any details from this first sentence we could add to either of the first two columns of our chart?" • Give students a brief moment to discuss their thinking in groups, then cold call a few students to share out. Listen for: "We could add 'prowling near a village' and 'met a dog' to the Actions space for the wolf." Record students' ideas on the displayed chart and ask them to add these details to their own charts. • Continue by reading the rest of the first paragraph aloud, then pause to ask again: "Are there any details from the remainder of this first paragraph that we could add to our chart?" • Give students 2 or 3 minutes to discuss their ideas, then cold call members from a variety of groups to share their thinking whole class. Add students' ideas to the displayed chart and ask them to add the same details to their own charts. Refer to the **Character Analysis Chart and Text-Dependent Questions: "The Wolf and the Lean Dog" (answers, for teacher reference)** as needed. Point out any details students miss, and then add them to the chart. • Continue this same process by reading the second paragraph aloud. Pause to point out that this paragraph is full of "dialogue," or what the dog is saying to the wolf. Demonstrate how to both paraphrase what dog says and record short but relevant quotes from the second paragraph onto the displayed chart (see answers, for teacher reference for suggestions).	

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Work Time (continued)	Meeting Students' Needs

• Ask students to whisper read the third paragraph with group members and discuss any details they notice that could be added to the chart.
• After 3 or 4 minutes, cold call a few students to share their thinking whole class. Record students' ideas on the displayed chart and ask students to do the same, until they have read and recorded details for each paragraph of the fable. Pause students at the end of the last paragraph, "... his legs could carry him."
• Ask students to review the story and the details recorded on their charts and discuss in groups:
  * "What happened to the wolf?"
  * "What happened to the lean dog?"
• After 2 minutes, cold call a few groups to share their thinking aloud (see answers, for teacher reference) and record students' thinking into the "Result" box for each character. Once again, ask students to record the same ideas on their own charts.
• Then, point out the italicized text at the bottom of the story and explain that this is the lesson the story is trying to convey: *Take what you can get when you can get it.*
• Ask students to think about and discuss in groups:
  * "How do the actions of the wolf character in this story help the reader understand this lesson?"
• After 1–2 minutes, invite a few students to share their thinking whole group. Listen for:
  "The wolf did not eat the dog right away; instead, he waited for the dog to get fat. But then the dog was safe and protected by the porter, so the wolf did not get to eat anything at all. The wolf helps the reader understand this lesson because he did not eat what he could when it was available and ended up going hungry," or similar suggestions.
• Reread the bolded text at the bottom of the directions and then ask students to read the first three text-dependent questions aloud. Tell students they will complete the fourth question whole class, after answering the first three questions.
• Answer any clarifying questions as needed, then ask students to refer to details from their charts and the story to determine and record an answer to each question. Circulate to offer guidance and support and/or model as needed.
• After 10 minutes, invite students from each group to share out their responses (see answers, for teacher reference for guidance).
• Tell students they will work together to answer the fourth text-dependent question in Work Time B.	

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Work Time (continued)	Meeting Students' Needs

B. Expressing an Opinion (25 minutes)
• Focus students on and read the fourth text-dependent question aloud. Then, direct students' attention to and read aloud the second learning target:
  * "I can express an opinion about the wolf in this fable and support my opinion with reasons."
• Underline the words *opinion*, *support*, and *reasons*. Tell students that an "opinion" is a personal point of view, or belief about something. Emphasize that people do not always have the same "opinion" about a topic, so they explain their point of view to others by supporting (backing up; justifying) their opinion with "reasons" that explain why they believe the opinion.
• Tell students that this fourth question is asking them to share an opinion about the "best" word to describe the wolf in the story, and to explain why they think the word they choose is the best word to describe the wolf. Reiterate that not everyone will agree, which is why it is considered an "opinion."
• Then, focus students' attention on the new **Opinion Writing anchor chart**. Read the focus question at the top of the chart aloud and point out that it is like Question 4. Then read each line of the chart, 1–4, and the Linking Words Bank. Take a moment to refresh students' memories about what "linking words" are by explaining they are words that writers use to connect ideas, and in this case students will use linking words to connect their opinion, reasons, and conclusion.
• Tell students that today, they will participate in a shared writing experience to develop an opinion paragraph that shares an opinion about the wolf in "The Wolf and the Lean Dog" that is supported by reasons and a concluding statement, and includes linking words that connect the ideas.
• Then, distribute **white boards** and a **white board marker** to each group.
• Explain to students that during the shared writing experience, each group will record their thinking onto their white board, then share out for you to synthesize onto a large sheet of **blank chart paper**. Direct students to quickly determine if group members will take turns recording ideas on the white board or if they will choose one or more students as scribes to record the group's ideas.
• When students are ready, ask:
  * "What do you think is the best word to describe the wolf in this fable?"
• Give students 2 minutes to discuss and record the word they think best describes the wolf onto their white boards, then hold them up for all students to see. If group members are not able to reach consensus, tell them they may record more than one word.
	• When introducing the Opinion Writing anchor chart, draw pictorial representation above key (capitalized) words on the chart (e.g., a key above "Key Terms"; a question mark above "Why"; an exclamation point above "Concluding Statement"; and a chain link above "Linking Words").

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Work Time (continued)	Meeting Students' Needs
• When students hold up their boards, point out how different groups recorded different words to describe the wolf, then reinforce the idea that an opinion is a personal point of view and not everyone will agree. • Choose the most popular word students recorded onto their white boards and model how to use key terms from the focus question to write an opinion statement, something like: "The best word to describe the wolf in this story is ..." • Go on to ask students to discuss and record at least two reasons (based on key details from the story) that they believe this is the best word to describe the wolf onto their white boards. • After 5 minutes, ask students to hold up their white boards and show the reasons they recorded. If necessary, model how to identify key details from the story that support the opinion. • Synthesize students' thinking to record two complete sentences that provide reasons in support of the class opinion on the chart paper. Be sure to use and point out "linking words" you include (such as "For one ...," "The first reason ...," "I think this is the best word to describe the wolf because ...," etc.). • Then, ask students to consider, discuss, and record a concluding statement that is a new way to restate the opinion onto their white boards. • After 4 or 5 minutes, invite students to show their white board ideas and synthesize students' thinking to add a concluding statement (that starts with a linking phrase such as, "In conclusion ...," "Therefore, ...") to the opinion paragraph. • Invite students to read the complete paragraph aloud with you. Model how to revise as needed, to improve the flow of the piece and/or add linking words that will better connect ideas. • Praise students for working collaboratively with peers to complete their character charts, respond to text-dependent questions that helped them synthesize key ideas, develop, and support an opinion about the wolf from today's fable based on key details from the text.	

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Closing and Assessment	Meeting Students' Needs
A. Debrief and Reviewing Learning Targets: Narrative Elements and Who Is the Wolf in Fiction? (5 minutes) • Focus students' attention on the **Narrative Elements anchor chart** and briefly review the information added to the chart during previous lessons. • Ask students to refer to their text-dependent questions and responses, as well as the fable "The Wolf and the Lean Dog," to discuss with nearby peers: "After rereading the story of 'The Wolf and the Lean Dog' today, what could we add to the columns on our chart?" • After 2 or 3 minutes, invite students to share their ideas whole class. Add additional ideas to appropriate columns of the Narrative Elements anchor chart. • Then, focus students on the **Who Is the Wolf in Fiction anchor chart** and ask them to discuss with nearby partners: "After rereading this fable, how would you describe the wolf? Why?" • After 1 or 2 minutes, invite a few students to share their thinking aloud and record their ideas onto the chart. • Ask students to **tape, glue, or staple** their completed Character chart and text-dependent questions onto the next blank page in their journals. • Ask students to read each of the learning targets aloud, pausing between to use Fist to Five to demonstrate their level of mastery toward each target. • Then, distribute the **Character T-chart: "The Wolf and the Lean Dog."** Read through the directions and provide clarification (or model) as needed.	• Provide sentence starters and frames as needed, so all students can share their thinking during the debrief.

Homework	Meeting Students' Needs
• Reread "The Wolf and the Lean Dog" aloud twice. Self-assess fluency after the second read. • Complete the Character T-chart: "The Wolf and the Lean Dog."	• Provide an audio version of "The Wolf and the Lean Dog" for struggling readers to practice reading aloud with. • Allow students who struggle with writing to dictate their T-chart responses to someone at home to scribe for them.

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 1: Lesson 7
Supporting Materials

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Character Analysis Chart and Text-Dependent Questions:
"The Wolf and the Lean Dog"

Name:

Date:

Directions:

For each character:

1. Make sure there are at least three details from the story in the "Motivation" column that describe what the character says, thinks, and feels.
2. Make sure there are at least three details from the story in the "Actions" column that describe what the character does.
3. Look carefully at the details you recorded; then, in a few words, explain what you think the character "Wants."
4. Based on what the character says, thinks, feels, wants, and does, add at least add idea about the character's "Traits" in the third column.
5. What happens to the character as a result of his/her motivations, actions, and traits? Record your thinking in the "Result" box.

When you have finished analyzing all the characters, look back to the text and your chart to help you answer the text-dependent questions.

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Character Analysis Chart and Text-Dependent Questions:
"The Wolf and the Lean Dog"

"The Wolf and the Lean Dog"

Character	MOTIVATION: What does the character want? (what the character says, thinks, feels)	ACTIONS: What does the character do?	TRAITS: What is the character like?
Wolf	SAYS/THINKS/FEELS: WANTS:		

Result

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Character Analysis Chart and Text-Dependent Questions:
"The Wolf and the Lean Dog"

"The Wolf and the Lean Dog"

Character	MOTIVATION: What does the character want? (what the character says, thinks, feels)	ACTIONS: What does the character do?	TRAITS: What is the character like?
Dog	SAYS/THINKS/FEELS: WANTS:		

Result

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Character Analysis Chart and Text-Dependent Questions:
"The Wolf and the Lean Dog"

Lesson: *Take what you can get when you can get it.*

1. Why did the wolf want to eat a **lean** dog?

2. Why does the wolf agree to let the dog go? Support your thinking with at least two details from the story.

3. Based on details from the story, explain in your own words why the wolf is not able to eat the dog when he returns for the promised feast.

4. FOCUS QUESTION: What word best describes the wolf in this story? Why?

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Character Analysis Chart and Text-Dependent Questions:
"The Wolf and the Lean Dog"
(Answers, for Teacher Reference)

"The Wolf and the Lean Dog"

Character	MOTIVATION: What does the character want? (what the character says, thinks, feels)	ACTIONS: What does the character do?	TRAITS: What is the character like?
Wolf	SAYS/THINKS/FEELS: – Thinks how nice it will be to have a fat dog to eat instead of a *scrawny* one – Promises to return – Asks the dog to come out and be eaten – Knows the "porter" is *unkind* toward wolves WANTS: To eat the dog once he gets fatter To stay away from the "porter"	– Prowls near a village; met a dog – Edged toward dog – Goes away – Comes back a few days later Decides not to wait for dog, runs as fast as he can	Foolish Unwise Trusting

Result
Continues to go hungry; doesn't get to eat the dog

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Character Analysis Chart and Text-Dependent Questions:
"The Wolf and the Lean Dog"
(Answers, for Teacher Reference)

"The Wolf and the Lean Dog"

Character	MOTIVATION: What does the character want? (what the character says, thinks, feels)	ACTIONS: What does the character do?	TRAITS: What is the character like?
Dog	SAYS/THINKS/FEELS: – Tells the wolf it would be *unpleasant* to eat him: "I am nothing but skin and bone." – Tells wolf his master will give a feast and he will get fat on the scraps – Tells wolf he'll be happy to let him eat him as soon as the "porter" opens the door WANTS: To escape being eaten by the wolf.	– Backed away from wolf – Dodges a snap of the wolf's teeth	Clever Cunning Tricky Smart

Result
Doesn't get eaten by the wolf; escapes being eaten by the wolf.

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Character Analysis Chart and Text-Dependent Questions:
"The Wolf and the Lean Dog"
(Answers, for Teacher Reference)

Lesson: *Take what you can get when you can get it.*

1. Why did the wolf want to eat a **lean** dog?

   The wolf wanted to eat the lean dog because he was more hungry than usual.

2. Why does the wolf agree to let the dog go? Support your thinking with at least two details from the story.

   The wolf lets the dog go because he wants to eat the dog after he gets fatter. The dog tells the wolf that it would be unpleasant to eat him because he is skin and bones. The dog also tells the wolf that he will get fat on scraps in a few days so that's when the wolf should come back to eat him.

3. Based on details from the story, explain in your own words why the wolf is not able to eat the dog when he returns for the promised feast.

   The wolf isn't able to eat the dog because the dog says he will let the "porter" (a huge dog) out and the wolf knows he'll be hurt by the porter, so he runs away.

4. FOCUS QUESTION: What word would best describe the wolf in this story? Why?

(sample frame for teacher reference to use during shared writing)

The best word to describe the wolf in "The Wolf and the Lean Dog" is _____. One reason this is the best word to describe the wolf is _____. The wolf in this story also _____. Therefore, I think _____ is a perfect word to describe the wolf in this story.

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Opinion Writing Anchor Chart
(Example, for Teacher Reference)

Opinion Writing Anchor Chart

Focus Question: *What word best describes the wolf in this story? Why?*

1. Use KEY TERMS from the focus question in your opinion statement.

2. Explain the reasons WHY you believe the opinion.

3. Provide a CONCLUDING STATEMENT that restates the opinion in a different way.

4. Make sure to use LINKING WORDS to connect your ideas.

Linking Words Bank

In my opinion... I think that... because... One reason... also...

For example... Therefore, I believe that... In conclusion... To sum up...

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Character T-Chart:
"The Wolf and the Lean Dog"

Directions: After rereading "The Wolf and the Lean Dog," complete the Character T-chart by listing at least two of the wolf's "traits." Then, think about how you would describe your own "traits" and list at least two on the right side of the chart (refer to the "Traits Word Bank" for help). After completing the chart, answer the question below.

Wolf "The Wolf and the Lean Dog"	**Me**
Traits	Traits

TRAITS WORD BANK			
Foolish	Trustworthy	Hard-Working	Active
Active	Generous	Independent	Silly
Loyal	Honest	Quiet	Clumsy
Busy			

Describe at least one way you and the wolf from the story are the same OR different, based on the traits you listed on the T-chart.

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 1: Lesson 8

Describing The Wolf in Fables: “The Wolf in Sheep’s Clothing”

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3) I can determine the meaning of unknown words and phrases, choosing from a range of strategies. (L.3.4) I can use sentence-level context as a clue to the meaning of a word or phrase. (L.3.4a) I can use a known root word as a clue to the meaning of an unknown word with the same root. (L.3.4c) I can use glossaries to determine or clarify the precise meaning of key words and phrases. (L.3.4d) I can write opinion pieces, supporting a point of view with reasons. (W.3.1) I can read with sufficient accuracy and fluency to support comprehension. (RF.3.4)

Supporting Learning Targets	Ongoing Assessment
• I can determine the meaning of unknown words using context clues, known root words, and a glossary. • I can describe the characters in "The Wolf in Sheep's Clothing" and explain how their actions contribute to the sequence of events. • I can express an opinion about the wolf in this fable and support my opinion with reasons.	• Fluency Self-Assessment (continued from Lesson 2 homework) • Character T-chart (from homework) • Character Analysis Chart and Text-Dependent Questions: "The Wolf in Sheep's Clothing" • Vocabulary cards

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Agenda	Teaching Notes
1. Opening A. Reviewing Homework and Engaging the Reader (5 minutes) 2. Work Time A. Determining the Gist and the Meaning of Key Terms: "The Wolf in Sheep's Clothing" (20 minutes) B. Describing Characters and Forming an Opinion (30 minutes) 3. Closing and Assessment A. Debrief and Reviewing Learning Targets: Narrative Elements and Who Is the Wolf in Fiction? (5 minutes) 4. Homework A. Reread "The Wolf in Sheep's Clothing" and self-assess fluency; complete Character T-chart: "The Wolf and the Shepherd."	• This lesson follows a pattern similar to Lessons 6 and 7. However, in this lesson students are expected to work more independently as they collaborate with group members to read a new fable, "The Wolf in Sheep's Clothing," from page 22 of *Aesop's Fables* by Jerry Pinkney. Students analyze the characters and answer text-dependent questions to further their understanding of how the wolf is portrayed in fiction and how traditional stories like fables convey a lesson. • Students also write a short opinion paragraph to answer the questions: "What word best describes the wolf in this story? Why?" Continue to reinforce to students that opinions must be supported by reasons and evidence from the story. • Once again, determining the gist and the meaning of key terms is combined in Work Time A. In this lesson, students continue to practice using sentence-level context clues to determine the meaning of key terms, but they are also asked to use their knowledge of familiar root words and a glossary to help them clarify meaning. • Be sure to find time outside this lesson to meet with students one-on-one before Lesson 9, to help them reflect upon and determine strategies to meet fluency goals they have been working toward in this unit. Students will be assessed on fluency skills during the End of Unit 1 Assessment, Part 2 (in Lesson 10). • In advance: – Review Milling to Music protocol and Fist to Five in Checking for Understanding Techniques (see Appendix). – Punch holes in index cards (five per student), to save time during Work Time A vocabulary instruction. • Post: Learning targets; Guiding Questions, anchor chart; Opinion Writing anchor chart and sample opinion paragraph; Narrative Elements anchor chart; and Who Is the Wolf in Fiction anchor chart.

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Lesson Vocabulary	Materials
context, root words, glossary, opinion, support, reasons, stalking, devised, fold, amiss, seized	• Guiding Questions anchor chart (from Lesson 1) • Journals (begun in Lesson 1) • *Aesop's Fables* (book; one per student) • Index cards (five per student, with holes pre-punched) • Document camera • Glossary: "The Wolf in Sheep's Clothing" (one per student) • Metal rings (students' own; from Lesson 2) • Character Analysis Chart and Text-Dependent Questions: "The Wolf in Sheep's Clothing" (one per student) • Opinion Writing anchor chart and sample class opinion paragraph (from Lesson 7) • Character Analysis Chart and Text-Dependent Questions: "The Wolf in Sheep's Clothing" (answers, for teacher reference) • Narrative Elements anchor chart (from Lesson 4) • Who Is the Wolf in Fiction anchor chart (from Lesson 2) • Tape, glue, or staples (for each student) • Character T-chart: "The Wolf and the Shepherd" (one per student; for homework)

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Opening	Meeting Students' Needs

A. Reviewing Homework and Engaging the Reader (5 minutes)
• Ask students to take out their Character T-chart: "The Wolf and the Lean Dog" they completed for homework, then review directions for Milling to Music if needed.
• Tell students to quickly mill to find a partner they have not worked with recently. Once students are partnered, ask them to share the ideas from their T-charts with one another.
• After 1 or 2 minutes, invite a few students to share their ideas whole group.
• Ask students to consider and discuss with their mill partner: "How are you progressing with your fluency goal? What strategies have you used to meet your goal?"
• After 1 or 2 minutes, invite a few students to share ideas from their partner discussions with the class.
• Direct students' attention to the posted **Guiding Questions anchor chart**. Tell students that today they are going to read a new fable featuring a wolf and ask for volunteers to remind the class of the guiding questions for this unit:
  * "What lessons can be learned from traditional stories?"
  * "Who is the wolf in fiction?"
• Tell students they will continue to focus on these questions as they read a fable called "The Wolf in Sheep's Clothing."
	• Allow students who struggle with articulating their ideas aloud to exchange T-charts with their partners to read silently and then discuss.
	• Provide sentence starters as needed to allow all students access to group discussions.

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Work Time	Meeting Students' Needs
A. Determining the Gist and the Meaning of Key Terms: "The Wolf in Sheep's Clothing" (20 minutes) • Ask students to take out their **journals** and join their group members. • Distribute the book ***Aesop's Fables*** and allow students to conduct a brief Book Walk and then share out what they notice and wonder about the book. • After 1 or 2 minutes, invite a few students to share their thinking whole group. • Explain to students that this is a book full of stories by a man named Aesop, who lived in Greece over 2,000 years ago. Tell students that Aesop was a famous storyteller who shared his fables through "oral tradition," as a way to convey meaningful lessons to listeners about how to do well, or succeed, in life. • Ask students to open their books to page 22 and follow along silently and try to determine the gist as you read "The Wolf in Sheep's Clothing" aloud. • When students are ready, begin the read-aloud, starting with the title and reading through the italicized text. (Consider using this as an opportunity to model fluent reading and as time allows, ask students to share out examples of how you read with fluency.) • After reading the story aloud, ask students to discuss what they think the gist of the fable is with group members and then to record a gist statement on the next blank page in their journals. • After 1 or 2 minutes, cold call a few students to share their gist statements whole class and listen for suggestions such as: – "The gist of this fable is that a wolf tries to be sneaky by dressing as a sheep, but he ends up being caught by the shepherd." – "The wolf wants to eat the sheep, so he sneaks into the flock disguised as a sheep." – "The sneaky wolf is caught by the shepherd who threatens the wolf with a knife." • Remind students that reading for gist or to get the general sense of a text is one way to help deepen readers' understanding of the story before rereading for deeper analysis, but that another strategy is to determine the meaning of key and unfamiliar terms to help clarify key ideas the story is trying to convey. • Ask students to read the first learning target aloud with you: * "I can determine the meaning of unknown words using context clues, known root words, and a glossary." • Underline the words: *context*, *root words*, and *glossary*.	• Allow students who struggle with writing to draw a pictorial representation of the gist. • Encourage ELLs and struggling writers to draw pictorial representations of the meaning for each term before or in place of recording a definition.

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Work Time (continued)	Meeting Students' Needs
• Ask students what they know about the meaning of each of these terms. Listen for: – "Using *context* clues means to refer to other words and phrases in a sentence to help you figure out what an unknown word means." – "A *root word* is the main part of a word." – "A *glossary* is like a dictionary; it gives definitions for key words from texts, stories." • If students are not able to define these terms, define for them. • Tell students that today, they will continue to practice using context clues to help them determine meaning, but they will also use their understanding of familiar root words and a glossary to help them clarify their understanding of key terms from the fable. • Distribute **index cards**. Using a **document camera,** display and distribute the **Glossary: "The Wolf in Sheep's Clothing."** • Ask students to record each of the following key terms onto its own index card: *stalking*, *devised*, *fold*, *amiss*, and *seized*. • Once students have recorded each term onto an index card, ask them to set aside the cards with "fold" and "amiss" and to focus on the cards for "stalking," "devised," and "seized" as well as their glossary page. • Focus students' attention on the word "stalking" and the glossary term "stalk." Point out that the "(*v*.)" next to this word indicates that it is used as a verb in the context of this story—something the character is "doing" (an "action" word). • Ask students to read the definition for "stalk" aloud with you, then point out that "stalk" is the root word of "stalking" and so the definition from the glossary can help students figure out what this word means. Model by using a think-aloud and say something like: "I know from the glossary that 'stalk' means to 'follow someone; frequently cause someone trouble' and '-ing' tells me it is something that is happening right now, so I think stalking means following someone; frequently causing trouble for somebody." • Ask students to record a definition for the word "stalking" onto their index cards. Then focus students' attention on the next two words and point out they both end in "-ed." Ask students what the ending "-ed" indicates about when something is being done. Listen for students to say: "in the past." If students do not know this, clarify for them. • Ask students to use the glossary and their understanding of "-ed" to determine and record a definition for the words "devised" and "seized." Circulate to support as needed. • After 3 or 4 minutes, cold call a few students to share the definitions they recorded whole class. Affirm or clarify students' thinking and then ask students to revise definitions based on class discussions if needed.	

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Work Time (continued)	Meeting Students' Needs

• Focus students' attention on the remaining two index cards with the terms "fold" and "amiss" written on them.
• Ask students what they recall from the previous lesson and other modules about how to determine the meaning of a word based on context clues.
• Listen for students to share that they look for words that are used to make connections between words, such as "and" or "instead," which indicate the words are similar or different; they can look to familiar words within the same sentence to help them determine meaning; and so forth. Clarify and/or model as needed, then ask students to work with group members to determine and record a definition for the remaining two terms.
• Circulate to offer guidance and support as needed. Pose questions such as:
  * "What other words and phrases from the sentence make you think that's what the word means?"
  * "How does the author connect these words? How could that help you determine the meaning of the word?"
  * "Can you draw a quick sketch on the back of your card to show what the word means?"
• After 3 or 4 minutes, invite several students to share out whole class their definitions and how they determined the meaning of each word. Listen for ideas such as:
  – "*Fold* in this context means the area where the sheep are, or into the middle of the sheep. I think this is what fold means because it says that the wolf slunk into the fold wearing a sheepskin disguise, and I know he was trying to get near the sheep without being seen by the shepherd."
  – "*Amiss* means wrong; I think this because it says that the shepherd did not see anything amiss in the dark after the wolf had already snuck in, so I think it means the shepherd could not see that anything was wrong because it was dark."
• Ask a few students to remind the class why it is helpful to determine the meaning of key terms before analyzing a text more deeply and listen for students to share that working to determine the meaning of key terms helps them deepen their understanding of the ideas conveyed in the text.
• Tell students to quickly review key terms and their gist statements, then discuss with group members how they could revise their statements based on new understandings about key terms from the story.
• After 1 or 2 minutes, invite a few students to share their thinking aloud. Answers will vary but listen for students to incorporate key terms into their revised gist statements.
• Ask students to add the new Vocabulary cards to their **metal rings**.	

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Work Time (continued)	Meeting Students' Needs
B. Describing Characters and Forming an Opinion (30 minutes) • Ask students to read the second learning target aloud with you: * "I can describe the characters in 'The Wolf in Sheep's Clothing' and explain how their actions contribute to the sequence of events." • Point out that this target is similar to ones from previous lessons, then ask students to discuss in groups: "What do you think you will be doing during the first part of Work Time?" • After a brief moment, invite a few students to share out their thinking with the class. • Then, distribute the **Character Analysis Chart and Text-Dependent Questions: "The Wolf in Sheep's Clothing."** • Explain to students that this is just like the chart they completed whole group in the previous lesson. Tell students that today, they will complete the chart and questions more independently, by discussing their thinking within groups rather than as a whole class. • Read the directions aloud as students follow along silently, review each column and row of the chart, and read each of the text-dependent questions aloud. Focus students' attention on the fact that the last question is asking them to form and record an opinion about the best word to describe the wolf in this story, then remind students they may refer to the **Opinion Writing anchor chart** and class example of an opinion paragraph (from Lesson 7) for support. • Provide clarification as needed, then ask students to begin working. Circulate to offer support and refer to the **Character Analysis Chart and Text-Dependent Questions: "The Wolf in Sheep's Clothing," (answers, for teacher reference)** as needed to help guide students. If necessary, briefly model again using the first one or two paragraphs of the story before releasing students to work with group members. • After 8–10 minutes, pause students in their work and invite a few groups to share out details they added to each column of their charts. Affirm or clarify students' thinking (see answers, for teacher reference), then allow students to revise or add to their charts based on ideas shared out whole group. • Ask students to continue working with group members to answer the first four text-dependent questions. Again, circulate to support. • After 6 or 7 minutes, pause students in their work and invite a few students to share their responses to the first four text-dependent questions aloud. Once again, affirm or clarify students' ideas.	• Consider adding details (in addition to the ones provided) to the Character Analysis charts to support students who have difficulty with writing. • Consider working more closely with small groups of students who may struggle to complete this work. • Consider providing an audio version of the text for struggling readers to listen to as they complete the Character chart and text-dependent questions.

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Work Time (continued)	Meeting Students' Needs

• Ask students to read the final question and criteria aloud with you and point out the "Word Bank" above the question. Clarify as needed, then ask students to refer to the Opinion Writing anchor chart and class paragraph from Lesson 6 to develop an opinion paragraph that answers the focus question: "What would be the best word to describe the wolf in this story? Why?"
• Circulate to offer guidance and pose probing questions such as:
  * "Why do you think that is the best word to describe the wolf in this story?"
  * "What details from the story support your opinion?"
  * "How can you connect your ideas by using linking words?"
  * "How can you conclude your paragraph by restating your opinion?"
• After 6 or 7 minutes, invite a few students to read their opinion paragraphs aloud to the class.
• Give students specific positive feedback about ways they worked independently and cooperatively with group members to complete their Character Analysis chart and opinion paragraphs during today's lesson.	

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Closing and Assessment	Meeting Students' Needs
A. Debrief and Reviewing Learning Targets: Narrative Elements and Who Is the Wolf in Fiction? (5 minutes) • Focus students' attention on the **Narrative Elements anchor chart** and briefly review the information added to the chart during Lessons 2–6. • Ask students to refer to their text-dependent questions and responses, as well as the fable "The Wolf in Sheep's Clothing" to discuss with nearby peers: "What did we read today that could be added to the columns on our chart?" • After 2 or 3 minutes, invite students to share their ideas whole class. Add students' ideas to appropriate columns of the Narrative Elements anchor chart, listening for suggestions like: – "The setting is unclear, but it's near a flock of sheep and at one point it is nighttime." – "The characters are the wolf, the shepherd (and the sheep)." – "The wolf's motivation was to eat the sheep when the shepherd went to sleep; the shepherd's motivation was to protect the sheep." – "The central problem is that the sheep are in danger because the wolf wants to eat them." – "Events are that the wolf comes up with a plan to disguise himself as a sheep, so he can sneak in and eat them after the shepherd falls asleep; the wolf is caught by the shepherd; the shepherd raises his knife to the wolf." – "The problem is solved when the shepherd catches the wolf, because his sheep will be safe, not eaten," etc. • Focus students' attention on the **Who Is the Wolf in Fiction anchor chart** and ask them to discuss with nearby partners: * "What word would you use to describe the wolf in this fable? Why?" • After 1 or 2 minutes, invite a few students to share their thinking aloud and record their ideas onto the chart. • Ask students to **tape, glue, or staple** their completed Character chart and text-dependent questions: "The Wolf in Sheep's Clothing" onto the next blank page in their journals. • Ask students to read each of the learning targets aloud, pausing between to use Fist to Five to demonstrate their level of mastery toward each target. • Then, distribute a **Character T-chart: "The Wolf and the Shepherd"** to each student. Read through the directions and provide clarification (or model) as needed.	• Provide sentence starters and frames as needed, so all students can share their thinking during the debrief.

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Homework	Meeting Students' Needs
• Reread "The Wolf in Sheep's Clothing" and self-assess fluency. • Read "The Wolf in Sheep's Clothing" once again in a whisper voice, then aloud one more time to reassess fluency. Refine or revise your fluency goal as needed. • Read the story "The Wolf and the Shepherd" from page 79 of *Aesop's Fables* and complete the Character T-chart.	• Provide an audio version of "The Wolf in Sheep's Clothing" for struggling readers to practice reading aloud with. • Provide an audio version of "The Wolf and the Shepherd" to support struggling readers. • Allow students who struggle with writing to dictate their Character T-chart responses to someone at home to scribe for them.

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 1: Lesson 8
Supporting Materials

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Glossary: "The Wolf in Sheep's Clothing"

Word	Definition
stalk *(v.)*	To follow somebody; to frequently cause someone trouble.
devise *(v.)*	To think something up; to create; to develop.
seize *(v.)*	To grab; to take hold of something.

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Character Analysis Chart and Text-Dependent Questions:
"The Wolf in Sheep's Clothing"

Name:

Date:

Directions:

For each character:

1. Make sure there are at least three details from the story in the "Motivation" column that describe what the character says, thinks and feels.
2. Make sure there are at least three details from the story in the "Actions" column that describe what the character does.
3. Look carefully at the details you recorded; then, in a few words, explain what you think the character "Wants."
4. Based on what the character says, thinks, feels, wants, and does, add at least one additional idea about the character's "Traits" in the third column.
5. What happens to the character as a result of his/her motivations, actions, and traits? Record your thinking in the "Result" box.

When you have finished analyzing all the characters, look back to the text and your chart to help you answer the text-dependent questions.

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Character Analysis Chart and Text-Dependent Questions:
"The Wolf in Sheep's Clothing"

"The Wolf in Sheep's Clothing" (*Aesop's Fables*, p. 22)

Character	MOTIVATION: What does the character want? (what the character says, thinks, feels)	ACTIONS: What does the character do?	TRAITS: What is the character like?
Wolf	SAYS/THINKS/FEELS: – Hungry – "Aha!" WANTS:	– *stalking* a flock of sheep for days	Trickster

Result

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Character Analysis Chart and Text-Dependent Questions:
"The Wolf in Sheep's Clothing"

"The Wolf in Sheep's Clothing" (*Aesop's Fables*, p. 22)

Character	MOTIVATION: What does the character want? (what the character says, thinks, feels)	ACTIONS: What does the character do?	TRAITS: What is the character like?
Shepherd	SAYS/THINKS/FEELS: – Had a taste (hungry) for fresh mutton – *Astonished* WANTS:	– Thinking only of his supper – grabbed the nearest sheep	Watchful

Result

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Character Analysis Chart and Text-Dependent Questions:
"The Wolf in Sheep's Clothing"

Lesson: *Tricks often put the trickster in peril.*

1. Why would the wolf in this story be considered a "trickster?" Use details from the story to support your answer.

2. Why does the wolf try to trick the shepherd?

3. What "peril" was the wolf in as a result of playing a "trick" on the shepherd?

4. Based on key details from your analysis chart and your responses to the questions above, explain the lesson of this story in your own words.

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Character Analysis Chart and Text-Dependent Questions:
"The Wolf in Sheep's Clothing"

Word Bank

flock trick (v.) trick(s) (n.) shepherd mutton peril
stalking devised slunk astonished

5. FOCUS QUESTION: What word, other than "trickster," would best describe the wolf in this story? Why?
   - State your opinion (be sure to use key words from the focus question.)
   - Support your opinion with at least two reasons, based on key details from the story.
   - Write a concluding statement.
   - Use linking words to connect ideas.
   - Include at least two key terms from the Word Bank.

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Character Analysis Chart and Text-Dependent Questions:
"The Wolf in Sheep's Clothing"
(Answers, for Teacher Reference)

*Sample responses to questions and details students may have added to their charts are in **bold.**

"The Wolf in Sheep's Clothing" (*Aesop's Fables*, p. 22)

Character	MOTIVATION: What does the character want? (what the character says, thinks, feels)	ACTIONS: What does the character do?	TRAITS: What is the character like?
Wolf	SAYS/THINKS/FEELS: – Hungry – "Aha!" – **As soon as the shepherd goes to bed, I'll eat as many sheep as I please!"** WANTS: **food; to eat the sheep**	– *stalking* a flock of sheep for days – ***devised* a plan to *outwit* the shepherd** – ***slunk* into *flock*** – ***disguised* himself as a sheep**	Trickster **Sneaky** **Devious** **Sly**

Result
The wolf is captured by the shepherd, who threatens the wolf with a knife.

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Character Analysis Chart and Text-Dependent Questions:
"The Wolf in Sheep's Clothing"
(Answers, for Teacher Reference)

Character	MOTIVATION: What does the character want? (what the character says, thinks, feels)	ACTIONS: What does the character do?	TRAITS: What is the character like?
Shepherd	SAYS/THINKS/FEELS: – Had a taste (hungry) for fresh mutton – *Astonished* – **"What do you think you're doing in my *flock*?"** – **"Rest *assured*, this is the last time I'll find you *lurking* here."** WANTS: **to kill the wolf; to frighten the wolf away from his flock.**	– Thinking only of his supper – grabbed the nearest sheep – **found himself holding the wolf raises his knife**	Watchful **Protective** **Strong**

Result
The shepherd discovers the wolf is wearing a disguise and threatens him with a knife.

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Character Analysis Chart and Text-Dependent Questions:
"The Wolf in Sheep's Clothing"
(Answers, for Teacher Reference)

Lesson: *Tricks often put the trickster in peril.*

1. Why would the wolf in this story be considered a "trickster?" Use details from the story to support your answer. (RL.3.1)

   The wolf is considered a trickster because he tries to fool the shepherd by dressing up as a sheep so the shepherd will think the wolf is part of his flock.

2. Why does the wolf try to trick the shepherd? (RL.3.1, RL.3.3)

   The wolf is hungry, so he tries to trick the shepherd into thinking he's a sheep so he can eat the sheep after the shepherd falls asleep.

3. What "peril" was the wolf in as a result of playing a "trick" on the shepherd? (RL.3.1, RL.3.3)

   The wolf is in danger and ends up being killed when the shepherd discovers that the wolf is not really one of his sheep.

4. Based on key details from your analysis chart and your responses to the questions above, explain the lesson of this story in your own words. (RL.3.2)

   The lesson of this story is that it's a bad idea to try and play tricks on people because you might end up putting yourself in danger!

Word Bank

flock trick (v.) trick(s) (n.) shepherd mutton peril
stalking devised slunk astonished

What word, other than "trickster," would best describe the wolf in this story? Why? (Sample Response)

I would describe the wolf as sneaky because he is *stalking* the sheep so he can sneak into their *flock* in disguise. He also waits for the *shepherd* to fall asleep so he can eat as many sheep as he wants. However, the wolf's plan does not work and the shepherd catches him.

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Character T-Chart
"The Wolf and the Shepherd"

Directions: After rereading "The Wolf in Sheep's Clothing" and the new fable, "The Wolf and the Shepherd," complete the Character T-chart with *key details* from the story and write a response to each question, based on the story and your T-chart ideas.

Wolf 1 "The Wolf in Sheep's Clothing"	**Wolf 2** "The Wolf and the Shepherd"
Motivation: Wants to eat the flock of sheep. **Action:** Disguises himself to sneak into the flock of sheep. **Trait:** Tricky **Result**: Is caught by the shepherd.	**Motivation:** Wants to find out where the mouthwatering fragrance is coming from. **Action:** **Trait:** Curious **Result**:

GLOSSARY
Fragrance /ˈfrāgrəns/**:** smell; scent; aroma **Condemn /**kənˈdem/**:** say something is bad; disapprove

1. What is one way the wolves in these stories are the same?

2. What is one way they are different?

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 1: Lesson 9

Describing The Wolf in Fables: “The Wolf and the Crane”

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3) I can determine the meaning of unknown words and phrases, choosing from a range of strategies. (L.3.4) I can write opinion pieces, supporting a point of view with reasons. (W.3.1) I can read with sufficient accuracy and fluency to support comprehension. (RF.3.4)

Supporting Learning Targets	Ongoing Assessment
• I can determine the meaning of words by choosing from a variety of strategies. • I can describe the characters in "The Wolf and the Crane" and explain how their actions contribute to the sequence of events. • I can express an opinion about the wolf in this fable and support my opinion with reasons.	• Fluency Self-Assessment (continued from Lesson 2 homework) • Character T-chart: "The Wolf and the Shepherd" (from homework) • Character Analysis Chart and Text-Dependent Questions: "The Wolf and the Crane" • Vocabulary cards

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Agenda	Teaching Notes
1. Opening A. Reviewing Homework and Engaging the Reader (5 minutes) 2. Work Time A. Determining the Gist and the Meaning of Key Terms: "The Wolf and the Crane" (20 minutes) B. Describing Characters and Forming an Opinion (30 minutes) 3. Closing and Assessment A. Debrief and Reviewing Learning Targets: Narrative Elements and Who Is the Wolf in Fiction? (5 minutes) 4. Homework A. Reread "The Wolf and the Crane" and self-assess fluency; Choose a fable from Lesson 6 or 7 to reread and complete the Character T-chart.	• This lesson follows a pattern similar to Lessons 6 and 7. Students work independently and cooperatively with group members to read a new fable, "The Wolf and the Crane," from page 69 of *Aesop's Fables* by Jerry Pinkney. • Determining the gist and the meaning of key terms is combined once again in Work Time A. However, in this lesson, students use a combination of the strategies they practiced in Lessons 6 and 7 to determine the meaning of key words from the story. • Note that in Lessons 10–11, students will take Parts 1 and 2 of the End of Unit Assessment. Be sure to review both parts of the assessment in advance in order to clarify directions for students, as needed and determine whether or not you will conduct part 2, which is an optional fluency assessment. • In advance: – Review Glass, Bugs, Mud in Checking for Understanding Techniques (see Appendix). – Punch holes in index cards (six per student), to save time during Work Time A vocabulary instruction. • Post: Learning targets; Guiding Questions anchor chart; Opinion Writing anchor chart; Narrative Elements anchor chart; and Who Is the Wolf in Fiction anchor chart.

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Lesson Vocabulary	Materials
variety, strategies, opinion, support, reasons, dart, wary, desperately, anxiously, ungrateful, wicked	• Guiding Questions anchor chart (from Lesson 1) • Journals (begun in Lesson 1) • *Aesop's Fables* (book; from Lesson 7; one per student) • Index cards (six per student, with holes pre-punched) • Glossary: "The Wolf and the Crane" (one per student) • Metal rings (from Lesson 2; students' own) • Character Analysis Chart and Text-Dependent Questions: "The Wolf and the Crane" (one per student) • Character Analysis Chart and Text-Dependent Questions: "The Wolf and the Crane" (answers, for teacher reference) • Opinion Writing anchor chart (from Lesson 6) • Narrative Elements anchor chart (from Lesson 4) • Who Is the Wolf in Fiction anchor chart (from Lesson 2) • Tape, glue, or staples (for each student) • Character T-chart: "The Wolf and the Crane" (one per student)

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Opening	Meeting Students' Needs

A. Reviewing Homework and Engaging the Reader (5 minutes)
• Ask students to take out the Character T-charts: "The Wolf and the Shepherd" they completed for homework.
• Ask students to turn to a nearby partner to share the ideas from their T-charts with one another.
• After 1 or 2 minutes, invite a few students to share their ideas whole group.
• Ask students to consider and then discuss with their partner: "What strategies have you used to meet your fluency goal?"
• After 1 or 2 minutes, invite a few students to share ideas from their partner discussions with the class.
• Direct students' attention to the posted **Guiding Questions anchor chart**. Explain that today students will read another one of Aesop's fables featuring a wolf, and ask a volunteer to remind the class of the guiding questions for this unit:
  * "What lessons can be learned from traditional stories?"
  * "Who is the wolf in fiction?"
• Tell students they will continue to focus on these questions as they read the fable "The Wolf and the Crane."
	• Allow students who struggle with articulating their ideas aloud to exchange T-charts with their partners to read silently and then discuss.
	• Provide sentence starters as needed, to allow all students access to group discussions.

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Work Time	Meeting Students' Needs
A. Determining the Gist and the Meaning of Key Terms: "The Wolf and the Crane" (20 minutes) • Ask students to take out their **journals** and copies of the book ***Aesop's Fables***, then direct them to join their group members. • Ask students to open their books to page 69 and independently read "The Wolf and the Crane" to determine the gist. • When students are ready, begin the read-aloud, staring with the title and reading through the italicized text. (Consider using this as an opportunity to model fluent reading and as time allows, ask students to share out examples of how you read with fluency.) • After reading the story aloud, ask students to discuss what they think the gist of the fable is with group members then record a gist statement on the next blank page in their journals. • After 1 or 2 minutes, cold call a few students to share their gist statements with the class and listen for suggestions like: – "The gist of this fable is that a wolf has a bone caught in his throat but most of the animals are scared of him so they don't help." – "The crane helps the wolf." – "The wolf does not give the crane the reward he promised." • Next, focus students' attention on the first learning target and ask them to read it aloud with you: * "I can determine the meaning of unknown words by choosing from a variety of strategies." • Underline the words *variety* and *strategies.* Ask a few students to remind the class what types of strategies they have used in previous lessons to determine the meaning of key terms and how understanding key terms helps readers to better understand the text. Listen for students to explain that they have used context clues, affixes, root words, and a glossary to help them determine the meaning of words and that understanding key terms helps them better understand the ideas conveyed in the text. • Distribute **index cards** and the **Glossary: "The Wolf and the Crane,"** then explain to students that today they will choose the most appropriate strategy to determine the meaning of each of the following key terms from the story (list these words where all students can see): *dart*, *wary*, *desperately*, *anxiously*, *ungrateful*, and *wicked*. • Ask students to record each word onto its own index card, then work with group members to use context clues, their knowledge of familiar affixes and roots, and the provided glossary to determine and record a definition for each term. • Clarify directions and/or strategies as needed, then ask students to begin working.	• Consider reading the story aloud as a small group of struggling readers whisper read with you; OR provide an audio version of the text for students to listen to as they follow along by whisper reading. • Allow students who struggle with writing to draw a pictorial representation of the gist. • Encourage ELLs and struggling writers to draw pictorial representations of the meaning for each term prior to or in place of recording a definition. • Point out specific strategies students may employ to determine the meaning of terms and/or model using strategies, as needed.

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Work Time (continued)	Meeting Students' Needs
• Circulate to provide guidance and support. As you move throughout the room, pose probing questions like: * "What other words and phrases from the sentence make you think that's what the word means?" * "How does the author connect these words? How can that help us determine the meaning of the word?" * "Do you recognize this affix? What does it mean?" * "What does this root word mean? Can you use context clues to help you determine the meaning of the root word?" * "Can you draw a quick sketch on the back of your card to show what the word means?" • After 10 minutes, cold call students from each group to share their definitions and strategies whole group. Listen for ideas like: – "*Dart* means to move around quickly to different areas; I figured this out by reading and restating the definition from the glossary." – "*Wary* means cautious, worried, concerned; I figured this out using context because it says the animals were wary of the wolf's sharp teeth and it makes sense that the animals would be cautious of sharp teeth." – "*Desperately* means that you are acting frantic, like you are in need of something right now or have lost hope; I figured this out using the glossary definition for desperate, the root word of desperately, which means frantic or losing hope." – "*Anxiously* means acting nervous; I figured this out by using the glossary and the definition for the root word anxious." – "*Ungrateful* means not thankful; I figured this out because I know '–un' means 'not' and grateful means thankful, so ungrateful means not thankful." – "*Wicked* means not nice, incredibly mean, evil; I figured this out from context because the last sentence of the fable says there is no reward for helping the wicked and the crane did not get a reward for helping the wolf, and the wolf was not nice to the crane," or similar suggestions. • Provide clarification and/or further model for students how to use these strategies as needed. • Ask students to quickly review key terms and their gist statements and then discuss with group members how they could revise their statements based on new understandings about key terms from the story. • After 1 or 2 minutes, invite a few students to share their thinking aloud. Answers will vary but listen for students to incorporate key terms into their revised gist statements.) • Ask students to add the new Vocabulary cards to their **metal rings**.	

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Work Time (continued)	Meeting Students' Needs
B. Describing Characters and Forming an Opinion (30 minutes) • Ask students to read the second learning target aloud with you: * "I can describe the characters in 'The Wolf and the Crane' and explain how their actions contribute to the sequence of events." • Remind students that this target is similar to ones from previous lessons then distribute the **Character Analysis Chart and Text-Dependent Questions: "The Wolf and the Crane."** • Tell students they will complete this chart just as they have in previous lessons. • Ask students to review the directions and each column and row of the chart and then read each of the text-dependent questions independently. Answer any clarifying questions and remind students they may refer to the **Opinion Writing anchor chart** and class example of an opinion paragraph (from Lesson 6) for ideas and support. • When students are ready, ask them to begin working. Circulate to offer support and refer to the **Character Analysis Chart and Text-Dependent Questions: "The Wolf and the Crane," (answers, for teacher reference**) as needed to help guide students. • After 8–10 minutes, pause students in their work and invite a few groups to share out details they added to each column of their charts. Affirm or clarify students' thinking (see answers, for teacher reference), then allow students to revise or add to their charts based on ideas students share out. • Direct students to continue working to answer the first four text-dependent questions. Again, circulate to support. • After 6 or 7 minutes, pause students in their work and invite a few students to share their responses to the first four text-dependent questions aloud. Once again, affirm or clarify students' ideas. • Ask students to read the final question and criteria aloud with you and point out the "Word Bank" above the question. Clarify as needed, then ask students to refer to the Opinion Writing anchor chart and class paragraph from Lesson 6 to develop an opinion paragraph that answers the focus question: "What would be the best word to describe the wolf in this story? Why?"	• To support students who have difficulty with writing, consider adding details, in addition to the ones provided, to the Character Analysis charts. • Consider working more closely with small groups of students who may struggle to complete this work. • Consider providing an audio version of the text for struggling readers to listen to as they complete the Character chart and text-dependent questions. • For struggling writers, consider providing an opinion paragraph frame (based on the sample in the Character Analysis Chart and Text-Dependent Questions, answers, for teacher reference) for students to fill in.

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Work Time (continued)	Meeting Students' Needs
• Circulate to offer guidance and pose probing questions such as: * "Why do you think that is the best word to describe the wolf in this story?" * "What details from the story support your opinion?" * "How can you connect your ideas by using linking words?" * How can you conclude your paragraph by restating your opinion? • After 6 or 7 minutes, invite a few students to read their opinion paragraphs aloud. • Praise students for working both independently and cooperatively with group members to complete their Character Analysis charts, questions and opinion paragraphs.	

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Closing and Assessment	Meeting Students' Needs
A. Debrief and Reviewing Learning Targets: Narrative Elements and Who is the Wolf in Fiction? (5 minutes) • Focus students' attention on the **Narrative Elements anchor chart** and briefly review the information added to the chart during Lessons 2–7. • Ask students to refer to their text-dependent question responses, as well as the fable "The Wolf and the Crane," to discuss with nearby peers: * "What did we read today that could be added to the columns on our Narrative Elements anchor chart?" • After 2 or 3 minutes, invite students to share their ideas whole class. Add students' ideas to appropriate columns of the anchor chart, listening for suggestions like: – "The setting is a forest." – "The characters are the wolf and the crane (animals)." – "The wolf's motivation was to get the bone out of his throat; the crane's motivation was to get a reward." – "Events are that wolf gets a bone caught in his throat; none of the animals will help him except the crane; after the crane helps the wolf, the wolf walks away without giving the crane the promised reward." – "The central problem is that the wolf has a bone caught in his throat; the solution is/the problem is solved when the crane takes the bone out of the wolf's throat," etc. • Focus students' attention on the **Who Is the Wolf in Fiction anchor chart** and ask them to discuss with nearby partners: "How would you describe the wolf in this fable? Why?" • After 1 or 2 minutes, invite a few students to share their thinking aloud and record their ideas onto the chart. • Ask students to **tape, glue, or staple** their completed Character Chart and Text-Dependent Questions: "The Wolf and the Crane" onto the next blank page in their journals. • Ask students to read each of the learning targets aloud, pausing between to use Glass, Bugs, Mud to demonstrate their level of mastery toward each target. • Then, distribute a **Character T-chart: "The Wolf and the Crane"** to each student. Read through the directions and provide clarification (or model) as needed. • Tell students they will take Parts 1 and 2 of the end of unit assessment over the course of the next two lessons.	• Provide sentence starters and frames as needed, so all students can share their thinking during the debrief.

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Homework	Meeting Students' Needs
• Reread "The Wolf and the Crane" and self-assess fluency. • Read "The Wolf and the Crane" twice more aloud, then reassess fluency. Refine and/or revise your fluency goal as needed. • Choose a fable from Lesson 6 or 7 (classwork or homework) to reread, and then complete the Character T-chart: "The Wolf and the Crane." *Note: Review Lesson 11 (Part 2 of the End of Unit 1 Assessment) to determine and set up centers that students may work in while individual fluency assessments are administered. Also, be sure to review each of the three texts that can be used for fluency assessment to determine which text you will ask each student to read and to establish an assessment schedule.*	• Provide an audio version of "The Wolf and the Crane" for struggling readers to practice reading aloud with. • Allow students who struggle with writing to dictate their T-chart responses to someone at home to scribe for them.

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 1: Lesson 9
Supporting Materials

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Glossary: "The Wolf and the Crane"

Word	Definition
dart *(v.)*	To move quickly from one place to another.
desperate *(adj.)*	Frantic; losing hope; in great need.
anxious *(adj.)*	Nervous; worried; feeling concerned.

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Character Analysis Chart and Text-Dependent Questions:
"The Wolf and the Crane"

Name:

Date:

Directions:
For each character:

1. Make sure there are at least three details from the story in the "Motivation" column that describe what the character says, thinks, and feels.
2. Make sure there are at least three details from the story in the "Actions" column that describe what the character does.
3. Look carefully at the details you recorded, then, in a few words, explain what you think the character "Wants."
4. Based on what the character says, thinks, feels, wants, and does, add at least one additional idea about the character's "Traits" in the third column.
5. What happens to the character as a result of his/her motivations, actions, and traits? Record your thinking in the "Result" box.

When you have finished analyzing all the characters, look back to the text and your chart to help you answer the text-dependent questions.

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Character Analysis Chart and Text-Dependent Questions:
"The Wolf and the Crane"

"The Wolf and the Crane"

Character	MOTIVATION: What does the character want? (what the character says, thinks, feels)	ACTIONS: What does the character do?	TRAITS: What is the character like?
Wolf	SAYS/THINKS/FEELS: WANTS:		

Result

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Character Analysis Chart and Text-Dependent Questions:
"The Wolf and the Crane"

"The Wolf and the Crane"

Character	MOTIVATION: What does the character want? (what the character says, thinks, feels)	ACTIONS: What does the character do?	TRAITS: What is the character like?
Crane	SAYS/THINKS/FEELS: – Knows the wolf is rich. – Feels anxious. WANTS:	– Hears the wolf's offer of a reward.	

Result

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Character Analysis Chart and Text-Dependent Questions:
"The Wolf and the Crane"

Lesson: *There's no reward for helping the wicked.*

1. What is the wolf's problem? Use details from the story to support your thinking.

2. Why does the crane decide to help the wolf?

3. What happens after the crane helps the wolf?

4. Based on key details from your chart and your responses to the questions above, explain the lesson of this story in your own words.

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Character Analysis Chart and Text-Dependent Questions:
"The Wolf and the Crane"

Word Bank

wary desperately bill relief reward
anxiously ungrateful wicked devised slunk astonished

5. FOCUS QUESTION: What word would best describe the wolf in this story? Why?

– State your opinion. (Be sure to use key words from the focus question.)

– Support your opinion with at least two reasons based on key details from the story.

– Write a concluding statement.

– Use linking words to connect ideas.

– Include at least two key terms from the Word Bank and/or Glossary.

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Character Analysis Chart and Text-Dependent Questions:
"The Wolf and the Crane"
(Answers, for Teacher Reference)

"The Wolf and the Crane"

Character	MOTIVATION: What does the character want? (what the character says, thinks, feels)	ACTIONS: What does the character do?	TRAITS: What is the character like?
Wolf	SAYS/THINKS/FEELS: – **Promises a reward to anyone that will take the bone out of his throat.** – **"At last!"** – **Feels relief.** – **Is ungrateful to the crane.** – **"Isn't it enough that you put your head in a wolf's mouth and lived to tell the tale?"** – **Tells the crane to fly away before he eats the crane.** WANTS: **To get the bone out of his throat.**	– **Got a bone stuck in his throat.** – **Darted around the forest.** – **Begged for help.** – **Opens his jaws wide.** – **Turns to go.** – **Snarls at the crane.**	– **Liar** – **Ungrateful** – **Wicked**

Result
Gets the bone out of his throat; gets the crane to take the bone out of his throat.

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Character Analysis Chart and Text-Dependent Questions:
"The Wolf and the Crane"
(Answers, for Teacher Reference)

"The Wolf and the Crane"

Character	MOTIVATION: What does the character want? (what the character says, thinks, feels)	ACTIONS: What does the character do?	TRAITS: What is the character like?
Crane	SAYS/THINKS/FEELS: – Knows the wolf is rich. – **"But have you forgotten my reward."** – Feels anxious. WANTS: **To get a reward for helping the wolf.**	– Hears the wolf's offer of a reward. – **Steps forward.** – **Pulls the bone free with her long bill.** – **Called anxiously.**	– **Helpful** – **Fearless** – **Greedy (wants reward)**

Result
Does not get a reward for taking the bone out of the wolf's throat; the wolf doesn't eat the crane.

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Character Analysis Chart and Text-Dependent Questions:
"The Wolf and the Crane"
(Answers, for Teacher Reference)

Lesson: *There's no reward for helping the wicked.*

1. What is the wolf's problem? Use details from the story to support your thinking.

   The wolf's problem is that he has a bone stuck in his throat and none of the animals he sees will help him (or similar ideas).

2. Why does the crane decide to help the wolf?

   The crane helps the wolf because he wants a reward and knows that the wolf is rich (or similar ideas).

3. What happens after the crane helps the wolf?

   The wolf does not give the crane a reward and tells him that he should be grateful that he put his head in a wolf's mouth and lived to tell about it (or similar ideas).

4. Based on key details from your chart and your responses to the questions above, explain the lesson of this story in your own words.

   The lesson of this story is that if you help someone who is bad or mean you cannot expect to be rewarded for helping them (or similar ideas).

Word Bank

wary desperately bill relief reward
anxiously ungrateful wicked devised slunk astonished

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Character Analysis Chart and Text-Dependent Questions:
"The Wolf and the Crane"
(Answers, for Teacher Reference)

5. FOCUS QUESTION: What word would best describe the wolf in this story? Why?

– State your opinion. (Be sure to use key words from the focus question.)

– Support your opinion with at least two reasons based on key details from the story.

– Write a concluding statement.

– Use linking words to connect ideas.

– Include at least two key terms from the Word Bank and/or Glossary.

(sample paragraph)

The best word to describe the wolf in this story is wicked. I think wicked is the best word to describe the wolf because after the crane helps him, he snarls at the crane. Also, the wolf tells the crane that he should be grateful that he put his head in a wolf's mouth and lived to tell the tale. In conclusion, the wolf is wicked because he is mean to the crane after the crane helps him.

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Character T-Chart:
"The Wolf and the Crane"

Directions: After rereading "The Wolf and the Crane," choose another one of the fables you read during Lesson 6 or 7 and reread it to help you complete the Character T-chart.

– First, record the name of the other fable you chose to reread on the line below "Wolf 2."

– Complete the Character T-chart by listing at least two "traits" for each wolf character.

– Refer to the traits you list in the chart and details from both stories to help you answer each question.

Wolf 1 "The Wolf and the Crane"	**Wolf 2** From the story: "_____"
Traits	**Traits**

1. What is one way the wolves in these stories are the same?

2. What is one way they are different?

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 1: Lesson 10

End of Unit 1 Assessment, Part 1: Character Analysis and Opinion Writing: “The Wolves and the Sheep”

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End of Unit 1 Assessment, Part 1:

Character Analysis and Opinion Writing: “The Wolves and the Sheep”

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3) I can determine the meaning of unknown words and phrases, choosing from a range of strategies. (L.3.4) I can write opinion pieces, supporting a point of view with reasons. (W.3.1)

Supporting Learning Targets	Ongoing Assessment
• I can determine the meaning of words by choosing from a variety of strategies. • I can describe the characters in “The Wolves and the Sheep” and explain how their actions contribute to the sequence of events. • I can express an opinion about the wolves in this fable and support my opinion with reasons.	• End of Unit 1 Assessment, Part 1 • Tracking My Progress, End of Unit 1 recording form

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Agenda	Teaching Notes
1. Opening A. Reviewing Homework and Engaging the Reader (5 minutes) 2. Work Time A. End of Unit 1 Assessment, Part 1 (35 minutes) B. Tracking My Progress (10 minutes) 3. Closing and Assessment A. Debrief: Narrative Elements and Who Is the Wolf in Fiction? (7 minutes) B. Sharing Reflections (3 minutes) 4. Homework A. Reread "The Wolves and the Sheep" and self-assess fluency; identify criteria for further practice; practice by rereading aloud at least three times, and reassess fluency; reflect on progress toward goal(s)	• In this lesson, students take Part 1 of the End of Unit 1 Assessment to demonstrate what they have learned about: how to describe characters and explain how their actions contribute to the sequence of events, determining the meaning of key terms using a variety of strategies, and writing an opinion about the best word to describe the wolf by responding to short answer and text-dependent questions about an unfamiliar fable, "The Wolves and the Sheep." • Some students may require additional time to complete this assessment independently. Make provisions for those students accordingly. • Some students may benefit from having someone read the questions aloud to them. Again make provisions for those students accordingly. • Post: Learning targets; Guiding Questions anchor chart; Narrative Elements anchor chart; and Who Is the Wolf in Fiction anchor chart.

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Lesson Vocabulary	Materials
variety, strategies, express, opinion, fable, support, reasons	• Guiding Questions anchor chart (from Lesson 1) • “The Wolves and the Sheep” (assessment text; one per student) • End of Unit 1 Assessment, Part 1: “The Wolves and the Sheep” Character Analysis and Opinion Writing (one per student) • Journals (begun in Lesson 1) • Opinion Writing anchor chart (from Lesson 6) • Tracking My Progress, End of Unit 1 recording form (one per student) • End of Unit 1 Assessment, Part 1: “The Wolves and the Sheep” character analysis and opinion writing (answers, for teacher reference) • 2-Point Rubric, Short Response (for teacher reference) • Narrative Elements anchor chart (from Lesson 4) • Who Is the Wolf in Fiction anchor chart (from Lesson 2)

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Opening	Meeting Students' Needs

A. Reviewing Homework and Engaging the Reader (5 minutes)
• Ask students to take out the Character T-chart: "The Wolf and the Crane," which they completed for homework. Review directions for Back-to-Back, Face-to-Face, if needed.
• Tell students to quickly partner up with a peer they have not worked with recently. Once students are partnered and turned back-to-back, ask them to review their T-charts, then turn face-to-face to share their ideas with one another.
• After 1 or 2 minutes, invite a few students to share their ideas whole group.
• Ask students to consider then discuss with their partners: "What do you think is your strongest area of fluency? Why?"
• After 1 or 2 minutes, invite a few students to share ideas from their partner discussions with the class. Listen for students to explain how they have mastered or come close to mastering criteria from the Fluency Self-Assessment.
• Focus students' attention on the learning targets and ask them to chorally read each one aloud:
  * "I can determine the meaning of words, using a variety of strategies."
  * "I can describe the characters in 'The Wolves and the Sheep' and explain how their actions contribute to the sequence of events."
  * "I can express an opinion about the wolves in this fable and support my opinion with reasons."
• Point out that these targets are similar to ones students have been working toward during the second half of this unit, then invite a few students to share out a restatement of each target.
• Direct students' attention to the posted **Guiding Questions anchor chart**. Then, ask a volunteer to remind the class of the guiding questions for this unit:
  * "What lessons can be learned from traditional stories?"
  * "Who is the wolf in fiction?"
• Explain to students that today, for the End of Unit 1 Assessment, Part 1, they will read a new fable featuring a pack of wolves, called "The Wolves and the Sheep," and demonstrate all they have learned about how to analyze characters and their actions, determine the meaning of key terms using multiple strategies, and express an opinion about the best word to describe the wolf. This serves to further develop their understanding of how lessons are conveyed through traditional stories, and more specifically how who the wolf is in traditional stories contributes to conveying that lesson.
	• Allow students who struggle with articulating their ideas aloud to exchange T-charts with their partners to read silently and then discuss.
	• Provide sentence starters as needed to allow all students access to group discussions.

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Work Time	Meeting Students' Needs
A. End of Unit 1 Assessment, Part 1 (35 minutes) • Distribute the story **"The Wolves and the Sheep"** and the **End of Unit 1 Assessment, Part 1: "The Wolves and the Sheep" Character Analysis and Opinion Writing**. • Take some time to orient students to the assessment without giving them any of the answers. Tell students to closely review the directions and then complete the assessment. Clarify as needed. • Remind the class that because this is an assessment, it is to be completed independently; however, if students need assistance, they should raise their hand to speak with a teacher. • Circulate and support students as they work. During an assessment, prompting should be minimal; however, encourage students to refer to the charts they have pasted into their **journals** as well as the **Opinion Writing anchor chart** for support during the assessment. • If students finish the assessment early, they may begin filling out their Tracking My Progress forms or reading their independent reading book. • Once students have completed their assessments, praise them for their focus and ability to demonstrate what they have learned about analyzing the characters in traditional stories, using multiple strategies to determine word meaning, and sharing an opinion that is supported by key details from the story. • Tell students to hold on to their assessments to refer to as they complete their Tracking My Progress forms and for the debrief.	• If students receive accommodations for assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study, as well as the goals of the assessment.
B. Tracking My Progress (10 minutes) • Distribute a **Tracking My Progress, End of Unit 1 recording form** to each student. Remind students that this form is like the progress trackers they completed after taking the mid-unit assessment, then provide clarification as necessary. • Ask students to refer to their responses on Part 1 of the End of Unit 1 Assessment as they reflect on their ability to meet each of the targets. • Once students complete their progress trackers, ask them to hang on to their tracking forms and assessment texts for the Closing of the lesson. Collect students' assessments to score using the **End of Unit 1 Assessment: Opinion Writing and Fluency, Part 1: "The Wolves and the Sheep" Character Analysis and Opinion Writing (answers, for teacher reference)** and the **2-Point Rubric, Short Response (for teacher reference)**.	• Allow students who struggle with expressing their ideas through writing to dictate their reflections to you or another adult to scribe.

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Closing and Assessment	Meeting Students' Needs
A. Debrief: Narrative Elements and Who Is the Wolf in Fiction? (7 minutes) • Focus students' attention on the **Narrative Elements anchor chart** and review the information added to the chart during Lessons 2–8. • Ask students to think about their responses to the assessment questions and refer to the story "The Wolves and the Sheep" to discuss with nearby peers: "What did we read today that could be added to the columns on our Narrative Elements anchor chart?" • After 2 or 3 minutes, invite students to share their ideas whole class. Add students' ideas to appropriate columns of the anchor chart, listening for suggestions like: – "The setting is a pasture." – "The characters are the wolves, the sheep, and the dogs." – "Key events are that the wolves convince the sheep to send the dogs away; once the dogs go away, the wolves eat the sheep." – "The central problem is that the wolves can't get to the sheep while the dogs are there; their problem is solved when the sheep convince the dogs to go away," etc. • Focus students' attention on the **Who Is the Wolf in Fiction anchor chart** and ask them to discuss with nearby partners: "How would you describe the wolves in this story? Why?" • After 1 or 2 minutes, invite a few students to share their thinking aloud and add students' ideas to the anchor chart. Listen for suggestions like: "Sneaky, tricky, liars," etc.	• Provide sentence starters and frames as needed, so all students can share their thinking during the debrief. • Offer sentence frames to support all students' ability to share reflections; for example: "I think I have mastered ___ because ___"; and "I'm still struggling with ___ because ___."
B. Sharing Reflections (3 minutes) • Ask students to join a partner who is *not* a part of their regular small group to share reflections from their progress trackers. • After 1 or 2 minutes, invite several students to share their thinking whole group. • Collect students' progress trackers to review.	

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Homework	Meeting Students' Needs
• Reread "The Wolves and the Sheep" aloud and self-assess fluency. • Identify one area of fluency criteria you want to practice further. Practice improving your fluency in the area you chose by rereading "The Wolves and the Sheep" aloud at least three times, then reassessing your fluency. • On the back of your Fluency Self-Assessment, reflect on your personal progress by writing a response to the following question: – "How does reading fluently help you to better understand what you are reading?" *Note: Review Lesson 11 (Part 2 of the End of Unit 1 Assessment) to determine and then set up centers that students may work in while individual fluency assessments are administered. Also, be sure to review each of the three texts that can be used for fluency assessment to determine which text you will ask each student to read and to establish an assessment schedule.*	• Provide an audio version of "The Wolves and the Sheep" for struggling readers to practice reading aloud with. • Allow students who struggle with writing to dictate their reflection to someone at home to scribe for them.

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 1: Lesson 10
Supporting Materials

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"The Wolves and the Sheep"

A pack of Wolves lurked near the Sheep pasture. But the Dogs kept them all at a respectful distance, and the Sheep grazed in perfect safety. But now the Wolves thought of a plan to trick the Sheep.

"Why is there always this hostility between us?" said the wolves to the sheep. "If it were not for those Dogs who are always stirring up trouble, I am sure we should get along beautifully. Send them away and you will see what good friends we shall become."

The Sheep were easily fooled. They persuaded the Dogs to go away, and that very evening the Wolves had the grandest feast of their lives.

It is unwise to give up friends for foes.

GLOSSARY

Word	Meaning
graze	Eat grass in fields.
hostile	Very unfriendly.
lurk	Wait in a dark or shadowy area with the goal of doing something bad or harmful.

The Project Gutenberg EBook of The Æsop for Children. "The Wolves and the Sheep". Project Gutenberg, 2006. 42. Web. 2014.

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End of Unit 1 Assessment, Part 1:
"The Wolves and the Sheep" Character Analysis and Opinion Writing

Long-Term Learning Targets Assessed:

- I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3)
- I can determine the meaning of unknown words and phrases, choosing from a range of strategies. (L.3.4)
- I can write opinion pieces, supporting a point of view with reasons. (W.3.1)

Directions:

a. Read the fable "The Wolves and the Sheep" once to determine the gist.

b. Review the Character chart and text-dependent questions.

c. Reread the text to help you complete the chart and answer the questions.

Directions for completing the chart:

For each character:

1. Fill in the blanks in the "Motivation" column with details from the story that describe what the characters say, think, and/or feel.
2. Fill in the blanks in the "Actions" column with details from the story that describe what the characters do.
3. Look carefully at the details you recorded; then, in a few words, explain what you think the wolves "Want."
4. Based on what the characters say, think, feel, want, and do, fill in the blank with one word you think describes the characters' "Traits" in the third column.
5. What happens to the characters as a result of their motivations, actions, and traits? Record your thinking in the "Result" box.

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End of Unit 1 Assessment, Part 1:
"The Wolves and the Sheep" Character Analysis and Opinion Writing

"The Wolves and the Sheep"

Character	MOTIVATION: What does the character want? (what the character says, thinks, feels)	ACTIONS: What does the character do?	TRAITS: What is the character like?
Wolves	SAYS/THINKS/FEELS: – Thinks of a plan to trick the sheep. _____ _____ _____ WANTS: _____ _____ _____	_____ _____ _____	_____ _____ _____

Result

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End of Unit 1 Assessment, Part 1:
"The Wolves and the Sheep" Character Analysis and Opinion Writing

"The Wolves and the Sheep"

Character	MOTIVATION: What does the character want? (what the character says, thinks, feels)	ACTIONS: What does the character do?	TRAITS: What is the character like?
Sheep	SAYS/THINKS/FEELS: – Think they are safe. – Feel like they can trust the wolves; can be friends. WANTS: To be friends with the wolves.		

Result

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End of Unit 1 Assessment, Part 1:
"The Wolves and the Sheep" Character Analysis and Opinion Writing

Lesson: *It is unwise to give up friends for foes.*

1. At the beginning of the story, we learn that the dogs kept the wolves, "... at a **respectful** distance ..." Use context clues to choose the correct definition for the word **respectful**:
   a. Safe.
   b. Close.
   c. Unknown.

2. The wolves ask the sheep, "Why is there always this **hostility** between us?" Refer to the glossary to help you determine the meaning of the word **hostility**. Then, record a definition for the word **hostility** on the line below.

   _____

3. Number the following events in the order in which they happened.

   _____ The wolves tell the sheep to send the dogs away so they can be friends.

   _____ The sheep graze in perfect safety.

   _____ The sheep persuade the dogs to go away.

   _____ The wolves have the grandest feast of their lives.

   _____ The wolves tell the sheep that the dogs are always stirring up trouble.

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End of Unit 1 Assessment, Part 1:
"The Wolves and the Sheep" Character Analysis and Opinion Writing

4. The first sentence of the story says, "A pack of Wolves lurked near the Sheep pasture." Which of the following is a reason why the wolves lurked near the sheep pasture?
   a. Because they wanted to be friends with the dogs.
   b. Because they wanted to be friends with the sheep.
   c. Because they wanted to persuade the dogs to go away.
   d. Because they wanted to figure out a way to eat the sheep.

5. The lesson conveyed by this fable is: *It is* ***unwise*** *to give up friends for* ***foes***.

   Part A: Based on your understanding of the affix "un-" and the root word "wise," write a definition for **unwise** on the line below.

   Part B: Use context clues to help you determine the meaning of the word **foes**:

   a. Guards.
   b. Enemies.
   c. Guests.

   Part C: Use your understanding of the above key terms to restate the lesson of this fable in your own words.

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End of Unit 1 Assessment, Part 1:
"The Wolves and the Sheep" Character Analysis and Opinion Writing

Word Bank
lurked respectful hostility fooled persuaded
feast unwise foes

6. FOCUS QUESTION: What word best describes the wolves in this story? Why?

– State your opinion. (Be sure to use key words from the focus question.)

– Support your opinion with at least one reason based on key details from the story.

– Write a concluding statement.

– Use linking words to connect ideas.

– Include at least two key terms from the Word Bank and/or Glossary.

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End of Unit 1 Assessment, Part 1:
"The Wolves and the Sheep" Character Analysis and Opinion Writing
(Answers, for Teacher Reference)

"The Wolves and the Sheep"

Character	MOTIVATION: What does the character want? (what the character says, thinks, feels)	ACTIONS: What does the character do?	TRAITS: What is the character like?
Wolves	SAYS/THINKS/FEELS: – Thinks of a plan to trick the sheep. – **"Why is there always this hostility between us?"** – **"If it were not for those Dogs who are always stirring up trouble, I am sure we should get along beautifully."** – **"Send them away and you will see what good friends we shall become."** WANTS: **The dogs to go away.**	**Lurked near the sheep pasture.** **Talked sheep into sending the dogs away.** **Had a feast.**	**Clever** **Mean** **Tricky; sneaky; liars (or similar ideas)**

Result
Feast on the sheep; eat all the sheep.

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End of Unit 1 Assessment, Part 1:
"The Wolves and the Sheep" Character Analysis and Opinion Writing
(Answers, for Teacher Reference)

"The Wolves and the Sheep"

Character	MOTIVATION: What does the character want? (what the character says, thinks, feels)	ACTIONS: What does the character do?	TRAITS: What is the character like?
Sheep	SAYS/THINKS/FEELS: – Think they are safe. – Feel like they can trust the wolves; can be friends. WANTS: To be friends with the wolves.	**Grazed in safety.** **Listened to wolves.** **Persuaded dogs to go away.**	**Friendly** **Easily fooled** **Foolish; trusting (or similar ideas)**

Result
Eaten by the wolves.

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End of Unit 1 Assessment, Part 1:
"The Wolves and the Sheep" Character Analysis and Opinion Writing
(Answers, for Teacher Reference)

Lesson: *It is unwise to give up friends for foes.*

1. At the beginning of the story, we learn that the dogs kept the wolves, "... at a **respectful** distance ..." Use context clues to choose the correct definition for the word **respectful**:

   a. Safe.

   b. Close.

   c. Unknown.

2. The wolves ask the sheep, "Why is there always this **hostility** between us?" Refer to the glossary to help you determine the meaning of the word **hostility** (HINT: see "hostile"). Then, record a definition for the word **hostility** on the line below.

   Hostility means they are not friendly; the wolves and the sheep do not get along.

3. Number the following events in the order in which they happened.

   (3) The wolves tell the sheep to send the dogs away so they can be friends.

   (1) The sheep graze in perfect safety.

   (4) The sheep persuade the dogs to go away.

   (5) The wolves have the grandest feast of their lives.

   (2) The wolves tell the sheep that the dogs are always stirring up trouble.

4. The first sentence of the story says, "A pack of Wolves lurked near the Sheep pasture." Which of the following is a reason why the wolves lurked near the sheep pasture?

   a. Because they wanted to be friends with the dogs.

   b. Because they wanted to be friends with the sheep.

   c. Because they wanted to persuade the dogs to go away.

   d. Because they wanted to figure out a way to eat the sheep.

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End of Unit 1 Assessment, Part 1:
"The Wolves and the Sheep" Character Analysis and Opinion Writing
(Answers, for Teacher Reference)

5. The lesson conveyed by this fable is: *It is **unwise** to give up friends for **foes**.*

Part A: Based on your understanding of the affix "un-" and the root word "wise," write a definition for **unwise** on the line below.

Unwise means not smart.

Part B: Use context clues to help you determine the meaning of the word **foes**:

a. Guards.

b. Enemies.

c. Guests.

Part C: Use your understanding of the above key terms to restate the lesson of this fable, in your own words.

The lesson of this story is that it is not smart to tell your friends to go away so you can spend time with your enemies; your enemies will hurt you if you send your friends away (or similar ideas).

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End of Unit 1 Assessment, Part 1:
"The Wolves and the Sheep" Character Analysis and Opinion Writing
(Answers, for Teacher Reference)

Word Bank
lurked respectful hostility fooled persuaded
a. feast unwise foes

6. FOCUS QUESTION: What word best describes the wolves in this story? Why?
   – State your opinion. (Be sure to use key words from the focus question.)
   – Support your opinion with at least two reasons based on key details from the story.
   – Write a concluding statement.
   – Use linking words to connect ideas.
   – Include at least two key terms from the Word Bank and/or Glossary.

(sample paragraph)
I think the best word to describe the wolves in this story is liars because they *fooled* the sheep. First, the wolves tell the sheep that the only reason they are not friends is because the dogs are always causing trouble. However, after the sheep *persuaded* the dogs to go away, the wolves ate them. Therefore, the best way to describe the wolves in this story would be to call them liars.

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2-Point Rubric—Short Response

2-point Response	The features of a 2-point response are:
	• Valid inferences and/or claims from the text where required by the prompt • Evidence of analysis of the text where required by the prompt • Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt • Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt • Complete sentences where errors do not impact readability

1-point Response	The features of a 1-point response are:
	• A mostly literal recounting of events or details from the text as required by the prompt • Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt • Incomplete sentences or bullets

0-point Response	The features of a 0-point response are:
	• A response that does not address any of the requirements of the prompt or is totally inaccurate • No response (blank answer) • A response that is not written in English • A response that is unintelligible or indecipherable

[1]From New York State Department of Education, October 6, 2012.

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Tracking My Progress, End of Unit 1

Name:

Date:

Learning Target: I can determine the meaning of words by choosing from a variety of strategies.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this

I understand some of this

I am on my way!

3. The evidence to support my self-assessment is:

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Tracking My Progress, End of Unit 1

Learning Target: I can describe the characters in "The Wolves and the Sheep" and explain how their actions contribute to the sequence of events.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this

I understand some of this

I am on my way!

3. The evidence to support my self-assessment is:

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Tracking My Progress, End of Unit 1

Learning Target: I can express an opinion about the wolves in this fable and support my opinion with reasons.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this

I understand some of this

I am on my way!

3. The evidence to support my self-assessment is:

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 1: Lesson 11

End of Unit 1 Assessment, Part 2: Reading Fluently

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End-of-Unit 1 Assessment: Part 2:
Reading Fluently

Long-Term Target Addressed (Based on NYSP12 ELA CCLS)	
I can read with sufficient accuracy and fluency to support comprehension. (RF.3.4)	
Supporting Learning Target	**Ongoing Assessment**
• I can read an unfamiliar text accurately and fluently.	• Fluency Self-Assessment (continued from Lesson 2 homework) • End of Unit 1 Assessment, Part 2

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Agenda	Teaching Notes
1. Opening A. Reviewing Homework and Engaging the Reader (5 minutes) 2. Work Time A. End of Unit 1 Assessment, Part 2 (50 minutes) 3. Closing and Assessment A. Debrief and Reviewing Learning Target (5 minutes) 4. Homework A. Read independently for at least 20 minutes; choose one paragraph or page from your independent text to read aloud for fluency practice.	• In this lesson, students take Part 2 of the End of Unit 1 Assessment. Each student reads one of three passages aloud, while you conduct a running record and assessment of individual students' fluent reading skills. If your school and/or district already has an established fluency program, this assessment is optional, but recommended. • This assessment is done one student at a time. Determine which student you will assess first, second, and so forth. Consider assessing stronger readers first, using the poem "A Wolf in the Park" (Lexile 780), so less proficient readers will have additional time to practice. Use the fable "The Wolf and the Sheep" (Lexile 700) for grade-level readers. For struggling readers, use the folktale "The Tricky Wolf and the Rats" (Lexile 620). Since it may not be possible to assess all students' fluent reading skills during this 60-minute lesson, find ways to set aside additional time during the day and/or school week to complete the assessments. Or consider setting up stations with audio/video equipment, so students can record themselves reading aloud for you to review later. • In advance: – Create centers and/or determine other assignments for students to work on while individual fluency assessments are administered (for ideas about fluency and language skills work that could be done in centers, see the stand-alone document on EngageNY.org: Foundational Reading and Language Standards Resource Package for Grades 3–5). – Determine which of the three assessment texts you will use to assess each student. Make enough copies of each so you can conduct a running record (see supporting materials for assessment texts and teacher directions and resources).

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Lesson Vocabulary	Materials
accurately, fluently	• Materials for Centers (at teacher discretion; see Teaching Notes) • Fluency Self-Assessment (from Lesson 2; students' own) • Fluency Assessment Text 1: "The Tricky Wolf and the Rats" (one per student being assessed with this text) • Fluency Assessment Text 2: "The Wolf and the Sheep" (one per student being assessed with this text) • Fluency Assessment Text 3: "A Wolf in the Park" (one per student being assessed with this text) • End of Unit 1 Assessment, Part 2: Reading Fluently (directions and resources, for teacher reference) • Narrative Elements anchor chart (from Lesson 4) • Who Is the Wolf in Fiction anchor chart (from Lesson 2) • Guiding Questions anchor chart (from Lesson 1)

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Opening	Meeting Students' Needs

A. Reviewing Homework and Engaging the Reader (5 minutes)
• Remind students that for homework they were to reread "The Wolves and the Sheep" to practice fluency skills and then reflect on the question:
  * "How does reading fluently help you to better understand what you are reading?"
• Give students 2 minutes to refer to the reflections they recorded and then turn to a nearby partner to discuss their thinking.
• Invite a few students to share out ideas from partner discussions, listening for ideas like:
  – "Reading with appropriate expression (happy, sad, angry, joyful, etc.) helps me better understand what the characters are feeling and their reactions to events."
  – "Reading at just the right pace (rate) allows me to process what I'm hearing and form mind pictures of what's described in the book."
  – "Reading with accurate phrasing and punctuation helps me understand the order of events (then, and, but) and what the characters are trying to express (question, surprise/exclamation)," etc.
• Introduce and ask students to read the learning target aloud:
  * "I can read an unfamiliar text accurately and fluently."
• Underline the words *accurately* and *fluently* and tell students that today they will each get to show you how far they have progressed toward the fluency goals they established and have been working toward throughout this unit, as they take Part 2 of the End of Unit 1 Assessment.
	• Provide sentence frames as needed, to allow all students access to partner and group discussions; for example: "Reading with ___ better helps me understand the text because ____."

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Work Time	Meeting Students' Needs
A. End of Unit 1 Assessment, Part 2 (50 minutes) • Explain that the fluency assessments will be administered individually, so students not being assessed will need to work either independently or with peers at a designated center until it is their turn to read aloud for you. • Point out each **center** students may work at during this time. Then briefly explain the purpose and process for each center. Clarify as needed. • Review independent Work Time expectations as needed, then direct students to their pre-assigned centers. • Call the first student you want to assess to come meet with you and tell the student to bring his/her **Fluency Self-Assessment** along. Take a moment to review and discuss the student's goal(s) and reflections so you may offer specific and positive feedback related to specific goals the student has established and worked toward after hearing her/him read aloud. • Give the student a copy of his/her pre-assigned assessment text: – **Fluency Assessment Text 1: "The Tricky Wolf and the Rats"** – **Fluency Assessment Text 2: "The Wolf and the Sheep"** or – **Fluency Assessment Text 3: "A Wolf in the Park"** • Take a moment to orient the student to the text and when the student is ready, ask him or her to begin reading. For guidance, refer to the **End of Unit 1 Assessment, Part 2: Reading Fluently (directions and resources, for teacher reference)**. • After the student finishes reading the passage aloud, take a moment to reflect with the student: * "What do you think did well as you read aloud?" * "What would you still like to work on?" • Offer the student brief, but specific and positive praise regarding progress toward fluency goals and collect her or his Fluency Self-Assessment, to review. • Be sure to explain to the student what s/he should begin working on (which center to join), then call the next student you want to assess. • Repeat the process described above with each student in your class. Pause periodically between individual assessments, to direct students to rotate centers and/or move on to other work, as needed. • Assess as many students as you can during this 50-minute block. If you are not able to assess all students, determine another time during the day or school week to complete individual assessments.	• Keep independent Work Time expectations posted for all students' reference. • Consider using visual and/or auditory cues (a large image or sound like a horn/bell) to signal to students when it is time to rotate to a new center.

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Closing and Assessment	Meeting Students' Needs

A. Debrief and Reviewing Learning Target (5 minutes)
• Bring students together whole group and focus their attention on the **Narrative Elements** and **Who Is the Wolf in Fiction anchor charts**.
• Ask students to review the details on both charts to consider and then discuss with a nearby peer:
  * "What patterns do you notice?"
  * "What similarities are there between the wolf characters in these stories (motivations, actions, traits, results, lessons that can be learned)?"
• After 2 or 3 minutes, invite a few students to share their thinking aloud.
• Then, focus students' attention on the **Guiding Questions anchor chart** and ask: "Based on details from the anchor charts, your notes, and the stories we've read, what do you think are the big ideas of this unit?"
• Again, invite students to turn to a nearby peer to discuss their thinking.
• After 1 minute, invite a few students to share out whole group. Listen for suggestions like:
  – "We can learn important lessons by reading about how characters in different stories act and what happens to them as a result of what they do."
  – "The wolf in fiction is usually mean, trying to sneak into a flock of sheep, trick sheep or shepherds."
• Congratulate students on their work in this unit to develop an understanding of how traditional stories like folktales and fables convey a central message or lesson to the reader and how the wolf in traditional stories is portrayed.
• Explain to students that in the next unit they will begin to learn about what wolves are like in real life in comparison to how they are portrayed in stories.
	• Provide sentence starters to support all students' ability to participate in partner and group discussions.

Homework	Meeting Students' Needs
• Read independently for at least 20 minutes. • Choose one paragraph or page from your independent text to read aloud for fluency practice.	• Provide audio recordings of independent texts, as available, for struggling readers.

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 1: Lesson 11
Supporting Materials

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Fluency Assessment Text 1:
"The Tricky Wolf and the Rats"

Once upon a time a Big Rat lived in the forest, and many hundreds of other Rats called him their Chief.

A Tricky Wolf saw this troop of Rats, and began to plan how he could catch them. He wanted to eat them, but how was he to get them? At last he thought of a plan. He went to a corner near the home of the Rats and waited until he saw one of them coming. Then he stood up on his hind legs.

The Chief of the Rats said to the Wolf, "Wolf, why do you stand **on** your hind legs?"

"Because I am lame," said the Tricky Wolf. "It hurts me to stand on my front legs."

"And why do you keep your mouth open?" asked the Rat.

"I keep my mouth open so that I may drink in all the air I can," said the Wolf. "I live on air; it is my only food day after day. I cannot run or walk, so I stay here. I try not to complain." When the Rats went away the Wolf lay down.

The Chief of the Rats was sorry for the Wolf, and he went each night and morning with all the other Rats to talk with the Wolf, who seemed so poor, and who did not complain.

Each time as the Rats were leaving, the Wolf caught and ate the last one. Then he wiped his lips, and looked as if nothing had happened. Each night there were fewer Rats at bedtime. Then they asked the Chief of the Rats what the trouble was. He could not be sure, but he thought the Wolf was to blame.

So the next day the Chief said to the other Rats, "You go first this time and I will go last."

They did so, and as the Chief of the Rats went by, the Wolf made a spring at him. But the Wolf was not quick enough, and the Chief of the Rats got away.

"So this is the food you eat. Your legs are not so lame as they were. You have played your last trick, Wolf," said the Chief of the Rats, springing at the Wolf's throat. He bit the Wolf, so that he died. And ever after the Rats lived happily in peace and quiet.

(408 words)

http://etc.usf.edu/lit2go

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Fluency Assessment Text 2:
"The Wolf and the Sheep"

A Wolf had been hurt in a fight with a Bear. He was unable to move and could not satisfy his hunger and thirst. A Sheep passed by near his hiding place, and the Wolf called to him.

"Please fetch me a drink of water," he begged, "that might give me strength enough so I can get me some solid food."

"Solid food!" said the Sheep. "That means me, I suppose. If I should bring you a drink, it would only serve to wash me down your throat. Don't talk to me about a **drink**!"

A knave's hypocrisy is easily seen through.

(107 words)

The Project Gutenberg EBook of The Æsop for Children. "The Wolf and the Sheep". Project Gutenberg, 2006. 42. Web. 2014.

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Fluency Assessment Text 3:
"A Wolf in the Park"

A wolf in the park

Is there a wolf,
A wolf in the park,
A wolf who wakes when the night gets dark?
Is there a wolf in the park?

Is there a wolf,
A wolf who creeps
From his hidden den while the city sleeps?
Is there a wolf in the park?
Is there a wolf,
Whose nightly track
Circles the park fence, zigzags back?
Is there a wolf in the park?

Is there a wolf,
Who pads his way
Between the tables of the closed café,
Is there a wolf in the park?
Is there a wolf,
A wolf whose bite
Left those **feathers** by the pond last night,
Is there a wolf in the park?

Is there a wolf?
No one knows,
But I've heard a howl when the full moon glows ...
Is there a wolf in the park?

(136 words)

From The Thing that Mattered Most: Scottish poems for children edited by Julie Johnstone (SPL/B&W, 2006)
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End of Unit 1 Assessment, Part 2:
Reading Fluently
(Directions and Resources, for Teacher Reference)

Teacher Note: The 100th word in each assessment text is bolded and underlined. If desired, this can be used to make calculating accuracy as a percentage (words correct out of 100) easier.

Directions:

Use the fluency and accuracy rates established by your district and/or the state of New York to determine each student's level of fluent reading. You may also refer to the following links for additional information about "Running Records":

– General information and links about running records:
  http://www.learnnc.org/lp/editions/readassess/977

– Quantitative analysis of fluent reading skills:
  http://www.learnnc.org/lp/editions/readassess/981

As students read aloud, refer to the criteria described on the Fluency Self-Assessment (from Lesson 2) to record additional observations about individual students' fluent reading abilities.

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 2: Overview

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Unit 2: Reading and Writing Informational Text about Real Wolves

In this unit, students continue their study of the wolf, this time by reading the informational text *Face to Face with Wolves*. Students use this text to research facts about real wolves for writing their performance task for this module, a realistic wolf narrative. Students focus their research on wolves' characteristics, behaviors, and habitats through a series of close readings. The close reading cycle for each section of the text follows a similar pattern—students read a section for gist, ask questions to show understanding of the text, and continue the vocabulary routine begun in Unit 1. Students then reread the section and discuss a series of scaffolded text-dependent questions to build their understanding of the text. Finally, students write a short informational paragraph answering the focus question for the section. This process is repeated for each section of the text, helping students build their knowledge about real wolves and collect important facts for use in their wolf narratives in Unit 3.

Guiding Questions and Big Ideas
• **Who is the wolf in fact?** • *We can learn about wolves through literature and informational texts.*

Mid-Unit 2 Assessment	**Reading a New Section of *Face to Face With Wolves*: "Life in the Pack"** This assessment centers on NYSP12 ELA CCLS RI.3.1 and RI.3.4. For this assessment, students read a new section from *Face to Face with Wolves* and respond to text-dependent and short answer questions. Students are asked to explain the gist of this section, answer questions using evidence from the text, and determine the meaning of unfamiliar words.
End of Unit 2 Assessment	**Reading and Writing about Wolves** This assessment centers on NYSP12 ELA CCLS RI.3.2, RI.3.4, RI.3.6, and W.3.2. Students read a new section from *Face to Face with Wolves*. In the first part of this assessment, students determine the main idea of the section and identify key details that helped them understand the main idea. Students then answer text-dependent and short answer questions focused on using evidence from the text, author's point of view, and determining the meaning of unfamiliar words. In the last part of the assessment, students plan and write a paragraph in response to a prompt to explain their own point of view about wolves.

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Content Connections

This module is designed to address English Language Arts standards as students read literature and informational text about wolves. However, the module intentionally incorporates science practices and themes to support potential interdisciplinary connections to this compelling content. These intentional connections are described below.

Big ideas and guiding questions are informed by the New York State Common Core K–4 Science Core Curriculum: http://www.p12.nysed.gov/ciai/mst/pub/elecoresci.pdf

The Living Environment

3.1 Describe how the structures of plants and animals complement the environment of the plant or animal.

- ***3.1a Each animal has different structures that serve different functions in growth, survival, and reproduction.***
  - *Wings, legs, or fins enable some animals to seek shelter and escape predators.*
  - *The mouth, including teeth, jaws, and tongue, enables some animals to eat and drink.*
  - *The eyes, noses, ears, tongues, and/or skin of some animals enable them to sense their surroundings.*
  - *The claws, shells, spines, feathers, fur, scales, and color(s) of body covering enable some animals to protect themselves from predators and other environmental conditions, or enable them to obtain food.*
  - *Some animals have parts that are used to produce sounds and smells to help the animal meet its needs.*
  - The characteristics of some animals change as seasonal conditions change (e.g., fur grows and is shed to help regulate body heat; body fat is a form of stored energy and it changes as the seasons change).
- ***3.1c To survive in their environment, plants and animals must be adapted to that environment.***
  - Animal adaptations include coloration for warning or attraction, camouflage, defense mechanisms, movement, hibernation, or migration.

3.2 Observe that differences within a species may give individuals an advantage in survival and reproduction.

- **3.2a *Individuals within a species may compete with each other for food, mates, space, water, and shelter in their environment.***
- ***3.2b All individuals have variations, and because of these variations, individuals of a species may have an advantage in survival and reproduction.***

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Texts
1. Jim and Judy Brandenburg, *Face to Face with Wolves* (Washington, D.C.: National Geographic Publications, 2010), ISBN: 978-1-4263-0698-3.

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Reading about Real Wolves: Introducing *Face to Face with Wolves*	• I can ask questions to deepen my understanding of informational text. (RI.3.1) • I can answer questions using specific details from informational text. (RI.3.1) • I can distinguish between my point of view and the author's point of view. (RI.3.6)	• I can identify the characteristics of informational texts. • I can determine the gist of the section "Face to Face." • I can identify the author's point of view about wolves.	• Participation in creation of Informational Text anchor chart • Answers to Text-Dependent Questions: "Face to Face"	• Informational Text anchor chart • Guiding Questions anchor chart • Close Readers Do These Things anchor chart
Lesson 2	Reading Closely: "Face to Face"	• I can determine the meaning of unknown words in informational text. (RI.3.4) • I can answer questions using specific details from informational text. (RI.3.1) • I can distinguish between my point of view and the author's point of view. (RI.3.6)	• I can identify specific facts and details about the appearance and behaviors of wolves from *Face to Face with Wolves*. • I can actively listen and share in discussions with my peers. • I can find the meanings of unfamiliar words to help me better understand *Face to Face with Wolves*. • I can identify the author's point of view about wolves.	• Answers to Text-Dependent Questions: "Face to Face" (continued from Lesson 1) • Participation in co-creating Who Is the Wolf in Fact anchor chart	• Close Readers Do These Things anchor chart • Who Is the Wolf in Fact anchor chart • Back-to-Back, Face-to-Face protocol
Lesson 3	Reading about Real Wolves: "Meet the Wolf"	• I can ask questions to deepen my understanding of informational text. (RI.3.1) • I can answer questions using specific details from informational text. (RI.3.1) • I can determine the meaning of unknown words in informational text. (RI.3.4)	• I can determine the gist of the section "Meet the Wolf." • I can actively listen and share in discussions with my peers. • I can ask questions to help me better understand a section from *Face to Face with Wolves*. • I can find the meanings of unfamiliar words to help me better understand *Face to Face with Wolves*.	• Answers to Text-Dependent Questions: "Meet the Wolf" • Participation in creating the Asking Questions to Show Understanding anchor chart • "Meet the Wolf" Vocabulary note-catcher • Vocabulary cards	• Asking Questions to Show Understanding anchor chart • Close Readers Do These Things anchor chart

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 4	Reading Closely: "Meet the Wolf"	• I can answer questions using specific details from informational text. (RI.3.1) • I can determine the meaning of unknown words in informational text. (RI.3.4) • I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2)	• I can identify specific facts and details about the appearance and behaviors of wolves from *Face to Face with Wolves*. • I can actively listen and share in discussions with my peers. • I can find the meanings of unfamiliar words to help me better understand *Face to Face with Wolves*. • I can plan an informative paragraph about wolves using details from *Face to Face with Wolves*.	• Answers to Text-Dependent Questions: "Meet the Wolf" (continued from Lesson 3) • Paragraph Writing Accordion graphic organizer • Participation in adding to the Who Is the Wolf in Fact anchor chart	• Close Readers Do These Things anchor chart • Informational Text anchor chart • Paragraph Writing Accordion anchor chart • Who Is the Wolf in fact anchor chart • Back-to-Back, Face-to-Face protocol
Lesson 5	Mid-Unit Assessment: Reading a New Section of *Face to Face with Wolves*: "Life in the Pack"	• I can answer questions using specific details from informational text. (RI.3.1) • I can retell key ideas from an informational text. (RI.3.2) • I can determine the meaning of unknown words in informational text. (RI.3.4)	• I can determine the gist of the section "Life in the Pack." • I can identify specific facts and details about the appearance and behaviors of wolves from *Face to Face with Wolves*. • I can find the meanings of unfamiliar words to help me better understand *Face to Face with Wolves*.	• Informational paragraph (homework from Lesson 4) • Mid-Unit 2 Assessment: Reading a New Section of *Face to Face With Wolves*: "Life in the Pack" • "Life in the Pack" Vocabulary note-catchers • Tracking My Progress: Mid-Unit 2 recording form	• Close Readers Do These Things anchor chart

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 6	Reading about Real Wolves: "Life in the Pack"	I can ask questions to deepen my understanding of informational text. (RI.3.1) I can determine the main idea of an informational text. (RI.3.2) I can retell key ideas from an informational text. (RI.3.2) I can determine the meaning of unknown words in informational text. (RI.3.4)	• I can identify the main idea and supporting details of the section "Life in the Pack." • I can actively listen and share in discussions with my peers. • I can ask questions to help me better understand a section from *Face to Face with Wolves*. • I can find the meanings of unfamiliar words to help me better understand *Face to Face with Wolves*.	• Answers to Text-Dependent Questions: "Life in the Pack" • Participation in adding to the Asking Questions to Show Understanding anchor chart • "Life in the Pack" Vocabulary note-catcher • Vocabulary cards	• Close Readers Do These Things anchor chart • Asking Questions to Show Understanding anchor chart
Lesson 7	Reading Closely: "Life in the Pack"	• I can answer questions using specific details from informational text. (RI.3.1) • I can determine the meaning of unknown words in informational text. (RI.3.4) • I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2) • I can conduct a research project to become knowledgeable about a topic. (W.3.7) • I can document what I learn about a topic by taking notes. (W.3.8) • I can sort evidence into provided categories. (W.3.8)	• I can identify specific facts and details about the appearance and behaviors of wolves from *Face to Face with Wolves*. • I can actively listen and share in discussions with my peers. • I can find the meanings of unfamiliar words to help me better understand *Face to Face with Wolves*. • I can plan an informative paragraph about wolves using details from *Face to Face with Wolves*.	• Answers to Text-Dependent Questions: "Life in the Pack" (continued from Lesson 6) • Paragraph Writing Accordion graphic organizer • Participation in adding to the Who Is the Wolf in Fact anchor chart	• Paragraph Writing Accordion anchor chart • Close Readers Do These Things anchor chart • Informational Text anchor chart • Who Is the Wolf in Fact anchor chart • Back-to-Back, Face-to-Face protocol

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 8	Writing about Real Wolves: Drafting an Informative Paragraph	• I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2) • I can write an informative/explanatory text that has a clear topic. (W.3.2a) • I can write for a variety of reasons. (W.3.10) • I can use conventions to send a clear message to my reader. (L.3.2)	• I can write a focus statement that states the topic of my informative paragraph. • I can write an informative paragraph about wolves using details from *Face to Face with Wolves*.	• Informative paragraph draft	• Informational Text anchor chart • Praise-Question-Suggest protocol
Lesson 9	Reading about Real Wolves: "Making a Comeback"	• I can ask questions to deepen my understanding of informational text. (RI.3.1) • I can determine the main idea of an informational text. (RI.3.2) • I can retell key ideas from an informational text. (RI.3.2) • I can determine the meaning of unknown words in informational text. (RI.3.4)	• I can identify the main idea and supporting details of the section "Making a Comeback." • I can actively listen and share in discussions with my peers. • I can ask questions to help me better understand a section from *Face to Face with Wolves*. • I can find the meanings of unfamiliar words to help me better understand *Face to Face with Wolves*.	• Answers to Text-Dependent Questions: "Making a Comeback" • Participation in adding to the Asking Questions to Show Understanding anchor chart • "Making a Comeback" Vocabulary note-catcher • Vocabulary cards	• Close Readers Do These Things anchor chart • Asking Questions to Show Understanding anchor chart

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 10	Reading Closely: "Making a Comeback"	• I can answer questions using specific details from informational text. (RI.3.1) • I can determine the meaning of unknown words in informational text. (RI.3.4) • I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2) • I can conduct a research project to become knowledgeable about a topic. (W.3.7) • I can document what I learn about a topic by taking notes. (W.3.8) • I can sort evidence into provided categories. (W.3.8)	• I can identify specific facts and details about the appearance and behaviors of wolves from *Face to Face with Wolves*. • I can actively listen and share in discussions with my peers. • I can find the meanings of unfamiliar words to help me better understand *Face to Face with Wolves*. • I can plan an informative paragraph about wolves using details from *Face to Face with Wolves*.	• Answers to Text-Dependent Questions: "Making a Comeback" (continued from Lesson 9) • Paragraph Writing Accordion graphic organizer • Participation in adding to the Who Is the Wolf in Fact anchor chart	• Close Readers Do These Things anchor chart • Informational Text anchor chart • Paragraph Writing Accordion anchor chart • Who Is the Wolf in Fact anchor chart • Back-to-Back, Face-to-Face protocol
Lesson 11	Writing about Real Wolves: Drafting an Informative Paragraph	• I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2) • I can write an informative/explanatory text that has a clear topic. (W.3.2a) • I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations. (W.3.2a) • I can develop the topic with facts, definitions, and details. (W.3.2b) • I can write for a variety of reasons. (W.3.10) • I can use conventions to send a clear message to my reader. (L.3.2)	• I can write an informative paragraph about wolves using details from *Face to Face with Wolves*. • I can group supporting facts about a topic together in an informative paragraph. • I can develop my topic with relevant facts, definitions, and details from my research in an informative paragraph.	• Informative paragraph draft	• Informational Text anchor chart • Praise-Question-Suggest protocol

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 12	End of Unit 2 Assessment: Reading and Answering Questions about *Face to Face with Wolves*	• I can determine the main idea of an informational text. (RI.3.2) • I can retell key ideas from an informational text. (RI.3.2) • I can determine the meaning of unknown words in informational text. (RI.3.4) • I can distinguish between my point of view and the author's point of view. (RI.3.6) • I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2) • I can write for a variety of reasons. (W.3.10)	• I can determine the main idea of "How YOU Can Help." • I can identify specific facts and details about the appearance and behaviors of wolves from *Face to Face with Wolves*. • I can find the meanings of unfamiliar words to help me better understand *Face to Face with Wolves*. • I can identify the author's point of view about wolves. • I can write an informative paragraph about wolves using details from *Face to Face with Wolves*.	• Informational Paragraph • End of Unit 2 Assessment: Reading and Answering Questions about *Face to Face with Wolves* • Tracking My Progress: End of Unit 2 recording form	• Close Readers Do These Things anchor chart

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Optional: Experts, Fieldwork, and Service

Experts:
- Invite a wildlife biologist to the classroom to discuss wolves.

Fieldwork:
- Visit a wolf sanctuary or local zoo.

Service:
- Conduct a fundraiser for the International Wolf Center (www.wolf.org).

Optional: Extensions

- Listen to wolf howls by visiting http://www.pbs.org/wgbh/nova/wolves/howl.html or http://wolfpark.org/animals/sounds/.
- Allow students to further research wolves using the sources listed in the "Find Out More" section of *Face to Face with Wolves*.
- Using the paragraphs written for the end of unit assessment, have students engage in a debate, discussing their points of view regarding the prompt—whether it is important for people to work to protect wolves.

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Preparation and Materials
• Each student will need a research folder to hold his or her note-catchers and graphic organizers for this unit. Students will need these materials for their performance task writing throughout Unit 3. Students can continue to use this folder to hold their writing materials during Unit 3. • Review the Recommended Texts list for this unit and work with a media specialist to locate a variety of independent reading books for students to choose from in Lesson 1.

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Grade 3: Module 3B: Unit 2:
Recommended Texts

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GRADE 3: MODULE 3B: UNIT 2: RECOMMENDED TEXTS

The list below includes texts with a range of Lexile® text measures about real wolves and their behaviors. This provides appropriate independent reading for each student to help build content knowledge about the topic. Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

It is imperative that students read a high volume of texts at their reading level in order to continue to build the academic vocabulary and fluency demanded by the CCLS.

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile measures that correspond to Common Core Bands: below grade band, within band, and above band. Note, however, that Lexile® measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Common Core Band Level Text Difficulty Ranges:
(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grades 2–3: 420–820L
- Grades 4–5: 740–1010L

Title	Author and Illustrator	Text Type	Lexile Measure
Lexile text measures below band level (under 420L)			
These Are Wolves	Jayson Fleischer (author) Joi Washington (author)	Informational	300*
Wolves: Life in the Pack	Willow Clark (author)	Informational	300*
Watchful Wolves	Ruth Berman (author)	Informational	360
Kooski a Gray Wolf	Bonnie Highsmith Taylor (author)	Informational	400

*Lexile based on a conversion from Accelerated Reading level.

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Title	Author and Illustrator	Text Type	Lexile Measure
Lexile text measures within band level (420–820L)			
Arctic Wolves	Maeve T. Sisk (author)	Informational	500*
Wolves	Michael Dahl (author)	Informational	510
Wolf vs. Elk	Mary Meinking (author)	Informational	550
Wild, Wild Wolves	Joyce Milton (author) Larry Schwinger (illustrator)	Informational	570
National Geographic Readers: Wolves	Laura Marsh (author)	Informational	600*
The Wolves Are Back	Jean Craighead George (author) Wendell Minor (illustrator)	Informational	630
Wolves	Gail Gibbons (author)	Informational	670
Wolves in Danger	Adele Shea (author)	Informational	725*
Gray Wolves	Sheila Griffin Llanas (author)	Informational	760
Lexile text measures above band level (over 820L)			
A Pack of Wolves: And Other Canine Groups	Anna Claybourne (author)	Informational	940
Face to Face with Wolves	Jim Brandenburg (author)	Informational	970
When the Wolves Returned: Restoring Nature's Balance in Yellowstone	Dorothy Hinshaw Patent (author) Dan Hartman (illustrator)	Informational	1040

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*Lexile based on a conversion from Accelerated Reading level.

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 2: Lesson 1

Reading about Real Wolves: Introducing *Face to Face with Wolves*

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can ask questions to deepen my understanding of informational text. (RI.3.1) I can answer questions using specific details from informational text. (RI.3.1) I can distinguish between my point of view and the author's point of view. (RI.3.6)

Supporting Learning Targets	Ongoing Assessment
• I can identify the characteristics of informational texts. • I can determine the gist of the section "Face to Face." • I can identify the author's point of view about wolves.	• Participation in creation of Informational Text anchor chart • Answers to Text-Dependent Questions: "Face to Face"

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Agenda	Teaching Notes
1. Opening A. Engaging the Reader: Mix and Mingle (10 minutes) B. Unpacking Learning Targets (5 minutes) 2. Work Time A. Introducing the Performance Task (15 minutes) B. Understanding the Genre: *Face to Face with Wolves* (10 minutes) C. Reading "Face to Face" for Gist (15 minutes) 3. Closing and Assessment A. Share (5 minutes) 4. Homework A. Reread pages 5–7 in *Face to Face with Wolves* and record any unfamiliar vocabulary words.	• This lesson serves as a bridge between Units 1 and 2. Students are introduced to the Performance Task Prompt, which frames the research they will do throughout this unit. They are also introduced to the anchor text *Face to Face with Wolves* and read the first section, "Face to Face." • In this lesson, students refer back to and make connections to the folktales they read in Unit 1. They compare a more realistic wolf narrative to the folktales they read to help them understand that writers need to conduct research before writing so they can learn about the topic and include accurate facts and details in their stories. Students also compare the folktales to the informational text as a way to understand the difference between fiction and nonfiction. They connect again to the Unit 1 texts while reading the first section, "Face to Face," specifically when they focus on the sidebar on page 6, which is about wolves in folktales. • The Wolf Narrative model that students read in Work Time A sets the purpose for research in this unit. It will be used throughout Unit 3 as a mentor text as students write their own narratives. • An Informational Text anchor chart is co-created with students in this lesson. It will be added to and referred to throughout this unit. As readers, students will use this chart to understand how knowing the features and structure of informational text can help deepen their understanding of that text. They will also use the chart as writers to understand how to structure and write their own informational paragraphs. • The close reading process is meant to help students deeply understand a section of the text. Students read and reread to deconstruct the meaning of the text and then reconstruct a deeper meaning using evidence from the text. The teacher uses questioning geared toward a focus question to make the text accessible to students. • The Text-Dependent Questions: "Face to Face" are meant to be discussion-based; you can choose to invite students to work independently or in pairs or small groups when thinking about different questions, but should guide the whole class in a discussion using the Close Reading Guide: "Face to Face" before moving on to the next section. This is not meant to be a worksheet assigned to students or partnered pairs to complete on their own. • This close read sequence is designed as two lessons; however, depending on the needs of your class, you may choose to split it into three lessons.

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Agenda	Teaching Notes (continued)
	• The end goal of Lessons 1 and 2 is for students to be able to answer the focus question posed during Work Time C, "What is the author's point of view on wolves?" Students are given the opportunity to do so in Lesson 2. • In advance: – Prepare Informational Text anchor chart. – Post: Learning targets; Guiding Questions anchor chart; Informational Text anchor chart; Close Readers Do These Things anchor chart.

Lesson Vocabulary	Materials
fiction, fact, characteristics, informational, gist, point of view, nonfiction	• Guiding Questions anchor chart (from Unit 1, Lesson 1) • Wolf Narrative model (one to display) • Equity sticks • Sticky notes (nine per student) • Performance Task Prompt: Wolf Narrative (one to display) • *Face to Face with Wolves* (book; one per student and one to display) • Informational Text anchor chart (new; co-created with students in Work Time B) • Text-Dependent Questions: "Face to Face" (one per student and one to display) • Close Readers Do These Things anchor chart (begun in Module 1, Unit 1, Lesson 2) • Close Reading Guide: "Face to Face" (for teacher reference)

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Opening	Meeting Students' Needs

A. Engaging the Reader: Mix and Mingle (10 minutes)
• Congratulate students on completing Unit 1, a study about wolves in fiction. Ask:
  * "What guiding question was the focus of Unit 1?"
• Ask for volunteers to share. Listen for: "Who is the wolf in *fiction*?"
• Tell students that they should be able to answer this question now that they have read several stories featuring wolves.
• Invite students to use Mix and Mingle to discuss the answer to the first guiding question for the module:
  * "Who is the wolf in fiction?"
• After a few minutes, cold call several students to share what they discussed with their classmates.
• Validate student responses. Display the **Guiding Questions anchor chart** (begun in Unit 1, Lesson 1) and explain to students that in this unit they will be focusing on the other guiding question:
  * "Who is the wolf in *fact*?"
• Invite students to use Mix and Mingle again to answer this guiding question. Reassure students that it is OK if they are not sure of the answer to this question.
• After 1 or 2 minutes, cold call several students to share what they discussed with their classmates.
• Briefly explain to students that they will be writing their own fictional stories about wolves.
• Invite students to use Mix and Mingle a final time to discuss:
  * "How do authors use what they know to create fictional characters?"
• After a few minutes, cold call several students to share what they discussed with their classmates.
	• Use of protocols like Mix and Mingle allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students to practice their speaking and listening skills.

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Opening (continued)	Meeting Students' Needs
B. Unpacking Learning Targets (5 minutes) • Direct students' attention to the posted learning targets. • Circle the following words: *characteristics*, *informational*, *gist*, and *point of view*. • Ask students to turn and talk, discussing the meaning of each of these words. • Cold call students to share what they think the definition of each word is, clarifying the meanings if necessary: – characteristics: qualities – informational: having information, nonfiction – gist: the main point of a text – point of view: opinion, the way someone feels about something • Explain to students that in this unit, they will be reading an informational text to build expertise about wolves so they can write their own wolf narratives in Unit 3.	• Discussing and clarifying the language of learning targets helps build academic vocabulary.

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Work Time	Meeting Students' Needs

A. Introducing the Performance Task (15 minutes)
• Tell students you are going to read a story about wolves. Explain to students that you will read it aloud several times. The first time they hear it, they should simply listen for the gist.
• Display the **Wolf Narrative model**. Read the entire model aloud as students follow along.
• Invite students to Think-Pair-Share. Ask:
  * "What was the gist of this story?"
• Use **equity sticks** to call on a student to share. Listen for responses like: "It was about a wolf named Little Foot and when he hurt his foot in a trap," or "It was about how a wolf named Little Foot changed his name to Broken Foot."
• Tell students you will now read the story aloud a second time, and this time they should think about the differences between this story and the fables they read in Unit 1.
• Distribute two **sticky notes** to each student, explaining that they should record what they notice on these notes.
• Read the Wolf Narrative model aloud a second time as students follow along.
• Ask:
  * "After hearing this story read again, what was similar about this story and the stories we read in Unit 1?" Listen for responses like: "The characters in the stories were wolves," or "The stories took place in a setting where a wolf might actually live."
  * "What differences did you notice between this story and the stories we read in Unit 1?" Listen for responses like: "This story was more realistic than the stories we read in Unit 1," or "There was not a lesson at the end of this story, unlike the fables in Unit 1."
• If students do not notice on their own, point out that the story they just heard and the stories from Unit 1 are both fiction. If necessary, review with students that fiction means a made-up story.
• Explain to students that folktales like the ones they read in Unit 1 were most likely based on a community's experience with wolves, what people have heard about wolves, and lots of imagination. The story they just heard, though, was more realistic because the author learned about wolves through research and included those facts in her story.
• Display the **Performance Task Prompt: Wolf Narrative**.
• Invite students to follow along with you as you read the prompt aloud.
• Ask students to circle any unfamiliar words. Clarify words as needed.	

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Work Time (continued)	Meeting Students' Needs
• Ask students to think back to the stories about wolves that they read in Unit 1. Tell students that the stories they write will be like the story they just heard, and it will be based on facts, but they will also be using what they learned about writing a good story from the folktales in Unit 1. • Tell students that in this unit, they will gather facts and details to build expertise about wolves and use those facts and details to write their own stories about real wolves in Unit 3.	

B. Understanding the Genre: *Face to Face with Wolves* (10 minutes)
• Display the cover of ***Face to Face with Wolves***.
• Explain to students that in this unit, they will be reading this text to build their background knowledge about wolves.
• Distribute student copies of *Face to Face with Wolves* and two more sticky notes.
• Invite students to flip through the book and record what they notice and wonder about the book on the sticky notes.
• Give students 5 minutes to work.
• Cold call students to share what they notice and wonder. Do not answer students' questions at this time, explaining that they will learn more about the book as they read it throughout the unit.
• Ask students to think about the stories read in Unit 1. Remind students that the stories they read were fiction. Ask:
  * "What does fiction mean?" Listen for responses like: "Fiction is something that is made up." If necessary, provide examples of facts and fictitious statements related to topics other than wolves.
  * "Is *Face to Face with Wolves* fiction? How do you know?" Listen for responses like: "No, it is not fiction because it has information about wolves that is not made up."
• Explain that it is a *nonfiction* text. Tell students that nonfiction texts are true. Ask:
  * "What are some examples of nonfiction texts?" Listen for responses like: "the newspaper," "a recipe," or "biographies."
• Explain that just like folktales are a specific kind of fiction, there are specific kinds of nonfiction texts, too. Tell students that *Face to Face with Wolves* is an informational text, which means its purpose is to teach the reader something about a topic.
• On a new piece of chart paper, create the **Informational Text anchor chart,** using the teacher reference document in the Supporting Materials as a guide.	

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Work Time (continued)	Meeting Students' Needs
• Invite students to look through the text a second time, this time looking for what they notice about the structure and text features of the book. • Cold call students to share what they notice about the structure and text features of the book, recording students' ideas on the Informational Text anchor chart. Explain to students that they will be referring to this chart throughout the unit.	

C. Reading "Face to Face" for Gist (15 minutes)
• Explain to students that over the next two lessons, they will read the first section, "Face to Face," closely.
• Distribute the **Text-Dependent Questions: "Face to Face"** and explain that students will discuss questions about the text and use this form to record their thinking.
• Cold call a student to read the focus question at the top of the sheet:
  * "What is the author's point of view on wolves?"
• Explain to students that after reading this section closely, they will be able to answer this focus question.
• Direct students' attention to the **Close Readers Do These Things anchor chart** and quickly review it.
• Tell students that the text they will read is challenging and may have unfamiliar words. Reassure them that just like when they read folktales in Unit 1, they are not expected to understand it fully the first time. Remind students that one key to being a strong reader of difficult text is being willing to reread and to struggle with the difficult parts.
• Display and invite students to turn to page 5 in *Face to Face with Wolves*. Build up the excitement; this section will be the first section they read and examine closely for their research on wolves!
• Distribute five sticky notes to each student.
• Tell students that now you are going to read this section aloud to them and that you would like them to read along silently and listen for the gist, or what it is mostly about.
• Read pages 4–7. Pause after each paragraph and ask students to turn to a partner to discuss the following:
  * "What was that paragraph mostly about?"
• Cold call various pairs. As a class, agree on a gist statement for the paragraph, and ask students to record the gist statement on a sticky note.
• After the first read of the text is complete, ask:
  * "Overall, what is this section about?"
	• Graphic organizers and recording forms engage students more actively and provide the necessary scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning. For students needing additional support, provide a partially filled-in graphic organizer.
	• Provide ELLs with a sentence starter or frame to aid in language production. For example: "This section is mostly about ___."

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Work Time (continued)	Meeting Students' Needs
• Listen for students to say something similar to: "This section explains how the author became interested in wolves and describes his first time photographing them." Invite students to record this final gist statement in the first row of their text-dependent questions. • Remind students that close readers reread the texts they are analyzing paragraph-by-paragraph and sentence-by-sentence. Explain to students that they will now begin to reread this section closely to think carefully about the focus question: * "What is the author's point of view on wolves?" • Tell students they will be doing this by rereading paragraphs on their own and with a partner and discussing the text as they read. • Using Row 2 of the **Close Reading Guide: "Face to Face,"** guide students through rereading the text, inviting them to Think-Pair-Share and discuss the prompts as necessary. Stop students after the second row and tell students that they will continue rereading the rest of the text in the next lesson.	

Closing and Assessment	Meeting Students' Needs
A. Share (5 minutes) • Congratulate students on their perseverance through the first few pages of *Face to Face with Wolves* and tell them that they will continue reading this section in the next lesson. • Remind students of the guiding question they are focusing on for this unit: * "Who is the wolf in fact?" • Invite students to turn and talk with a partner, sharing one new fact or detail they learned about wolves after reading "Face to Face." • Explain to students that for homework, they should reread pages 5–7 of the book and record any unfamiliar words on the back of their Text-Dependent Questions: "Face to Face."	

Homework	Meeting Students' Needs
• Reread pages 5–7 in *Face to Face with Wolves* and record any unfamiliar vocabulary words.	

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 2: Lesson 1

Supporting Materials

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Wolf Narrative Model

"Little Foot and the Trap"

As the sun was setting on the North Woods of Minnesota, it cast eerie shadows through the trees onto a pack of sleeping gray wolves. When Little Foot awoke, the rest of the pack was still sleeping. He yawned and stretched out his front legs sleepily—exposing the unusually small feet for which he was named—before howling to wake up the rest of the pack. The other wolves slowly got up, stretched, and bowed to each other.

Lightning, the leader of the pack, affectionately licked Black Ears' nose and solemnly addressed the rest of the pack, "Today, my friends, we need to catch something big like a deer or a bison. We haven't had a good meal for a couple of days now and the pups are getting hungry."

Fluffy poked his head out of the pups' den and whined weakly in agreement.

Leaving Bright Eyes to look after the hungry pups, the pack headed out to hunt. After running through the forest for a mile or more, Lightning spotted a couple of deer in a clearing. He stopped the pack and they made a plan. Lightning said, "Black Ears and I will distract the deer, causing them to run toward the rest of you, who will be hiding out in the trees. Twins, as the deer come close, take one of them down from either side."

Lightning didn't mention Little Foot's role in the plan, so Little Foot asked timidly, "What about me, Lightning? What am I going to do?"

Lightning frowned before replying, "You will hide out in the trees until the twins have brought one of the deer to the ground, at which point you will help to finish the job."

"OK." Little Foot was disappointed. Once again he would be out of the game until the last minute. His small feet made him a fast, quiet runner, but his lack of experience meant that the older wolves didn't trust him enough yet.

The pack separated and Little Foot went to find a hiding place among the trees in front of where Lightning and Black Ears would chase the deer. He found an area dense with trees and shrubs to hide behind. He could hear the twins finding hiding places on either side of him. His heart began to race as he saw Lightning and Black Ears draw in close to the deer. The wolves were experts at this, so they got in very close to the deer without the deer hearing them.

Suddenly, Lightning leapt into the clearing nearly on top of one of the deer, but the deer's reactions were fast and they immediately began to run out of the clearing toward Little Foot and the twins. The twins rushed forward toward one of the deer. Little Foot was ready to go, but knew he had to wait until they took the deer down. The deer changed course and began heading right for his hiding place in the trees. Little Foot decided to take a chance and try to leap at the deer and take it down himself. Just a couple more feet and he would pounce. Three, two, one ...

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Wolf Narrative Model

As he leapt, there was a loud cracking noise behind him and he felt a sharp pain on his back right foot. He fell flat on his face as the deer raced past. He was briefly aware of the twins, Lightning, and Black Ears giving chase. He tried to pull himself after the deer, but he was caught on something and his foot was throbbing with intense pain. He stopped struggling and looked back at his foot. It was caught between two pieces of metal—it looked like some kind of trap set by humans to catch small animals like rabbits or squirrels. He pulled again, but it was too painful. He bit at the trap, trying to get his teeth under the sharp piece of metal to lift it off of his leg so he could pull himself free, but he was too weak. He couldn't move it even a little bit. Little Foot realized that he was stuck.

After a long chase, the twins had been successful at bringing down one of the deer and the pack was busy feasting on the meat. They were all so hungry that it took them a while to realize that Little Foot was missing. Black Ears was the first to notice. "Where is Little Foot?" she asked. They all stopped eating to look around.

"I haven't seen him since we split up around the clearing. Has anyone else?" Lightning asked. But none of the wolves had.

They all howled in unison, "Hoooowwwwwwllllll," hoping to hear Little Foot reply, but no sound met their ears other than the dripping of the snow melting off the trees. Lightning had to make a decision—they could either go back to the rendezvous point to feed Bright Eyes and the hungry pups, hoping to find Little Foot there waiting for them, or leave their kill for other animals to take while they went to look for Little Foot. Even though the pups were hungry, Lightning decided that they couldn't leave Little Foot out there alone. He was still young and could fall prey to other wolves or larger hunting animals.

The pack decided to retrace their steps and split up, agreeing to howl if they found him. As they split up, they all began to call out for Little Foot. Their howls echoed around the forest, bouncing eerily off the trees, "Little Foot, where are you?"

Meanwhile, Little Foot was still trying to pull himself free from the trap. He was scared, his foot was very painful, and he was running out of energy. He was only able to struggle for short periods of time before he had to rest, but the trap was rusting and with each pull the metal gave way a little more. Little Foot prepared himself to give one final big pull.

"I can do this," he thought. "I need to do this. I need to get free." He took a couple of deep breaths and pulled with all of his might. The trap gave a loud *SNAP!* and Little Foot found himself free, but too tired to move.

The pack had been searching for hours. Just as they were about to give up and head back to the rendezvous site, one of the twins caught Little Foot's scent on the air. He howled for the rest of the hunting party, who immediately raced to join him. Little Foot heard the pack and replied, "I'm here. I'm here. I'm next to the clearing where we saw the deer." The pack soon found him and Little Foot smiled at them weakly. Black Ears licked his nose affectionately.

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Wolf Narrative Model

Little Foot was very weak and the walk back to the rendezvous site with Lightning and Black Ears was very, very slow. Lightning was worried that in his weakened state, hopping on three legs, Little Foot would be attacked by another animal looking for food, so he and Black Ears remained very alert. The twins went back to what was left of the deer kill to try to retrieve some meat for Little Foot and the pups.

Finally, the wolves made it back to the rendezvous site without any further mishaps and Little Foot was able to eat some of the meat brought back by the twins to help him recover some of his strength. Over the next few weeks, the rest of the pack looked after him as he healed. He never recovered the use of the foot that was caught, and could only move around by hopping on three legs. From then on, the pack called him Broken Foot.

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Performance Task Prompt:
Wolf Narrative

Name:

Date:

Learning Targets:
I can craft narrative texts about real or imagined experiences or events. (W.3.3)
With support from adults, I can produce writing that is appropriate to task and purpose. (W.3.4)
With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5)

Directions:
After reading folktales and fables about the wolf as a character in fiction and reading about real wolves in an informational text, write a story about a problem encountered by real wolves. Include descriptions of wolves and their actions based on facts and details from the informational text *Face to Face with Wolves*.

Use the following to help you plan your story:

- Write descriptions of your wolf characters and their actions using the facts and details you've learned about real wolves.
- Base your story on a problem that real wolves face.
- Write dialogue that shows what the characters are thinking and feeling.
- Write a story where the order of events makes sense from beginning to end.

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Informational Text Anchor Chart

For Teacher Reference

Teacher Directions: Write the following on chart paper to create this anchor chart.

Informational Text

* IT IS ... nonfiction writing that teaches the reader about a topic

* IT HAS ... *(note: the following is an example of what may be added to this chart during Work Time B)*
  - A main idea and key supporting details
  - Connected events, ideas, or concepts
  - A topic that is developed with facts, definitions, and details
  - Text features like photographs, captions, sidebars, headings, or subheadings

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Text-Dependent Questions:
"Face to Face"

Name:

Date:

Focus Question: What is the author's point of view on wolves?

Directions	Questions
1. What is the gist of the section "Face to Face"?	
2. Examine the photographs and captions on **pages 4 and 5**. Then use details from the text to answer the questions on the right.	How are these photographs alike? How are these photographs different? Why do you think the author chose to include these photographs in this section? What words on page 5 tell you how the author feels about wolves?

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Text-Dependent Questions:
"Face to Face"

3. Reread the sidebar on **page 6**. Then use details from the text to answer the questions on the right.	Listen as your teacher rereads the first line of the sidebar out loud. What do you think *admiration* means? What words in the text make you think so? According to the text, which group of people looked at the wolf with fear? Which group looked at the wolf with admiration? According to the text, why does nearly every culture have folktales about wolves? What other folktales have you worked with that are about wolves?
4. Reread **page 5**. Then use details from the text to answer the questions on the right.	What do you think *extinct* means? What words in the text make you think so? The text says, "They were there, of course, but I didn't know how to look for them." Where were the wolves? Why might the author not know how to look for them?

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Text-Dependent Questions:
"Face to Face"

5. Reread **page 6**. Then use details from the text to answer the questions on the right.	The text says, "Years later, I jumped at the chance to travel to the high Arctic, far north in Canada, for National Geographic." Why did National Geographic want the author to go to the high Arctic? How did the author feel about the opportunity to go to the high Arctic? What words in the text make you think so? Why did the author feel that way about the opportunity to go to the high Arctic?
6. Reread **pages 6–7**. Then use details from the text to answer the questions on the right.	What words and phrases from the text tell you how the author feels about wolves? What details in the photographs might give you clues about how the author feels about wolves?
7. Look back at **pages 4–7** and at your responses on this guide. Then discuss the answers to the questions on the right with your class.	What is the author's "point of view" on wolves? What details from the text support your answer to the question above? What details from the photographs support your answer to the question above?

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Close Reading Guide:
"Face to Face" For Teacher Reference

Note: Rows 1–2 are discussed in this lesson. Rows 3–7 are discussed in Lesson 2.

Focus Question: What is the author's point of view on wolves?

Directions	Questions	Close Reading Guide
1. What is the gist of the section "Face to Face"?		Read aloud pages 4–7, stopping after each paragraph and asking students what that paragraph is mostly about. Once you have finished reading aloud, invite students to think about what the entire section was mostly about. Listen for: *This section explains how the author became interested in wolves and describes his first time photographing them.*
2. Examine the photographs and captions on **pages 4 and 5**. Then use details from the text to answer the questions on the right.	How are these photographs alike? How are these photographs different? Why do you think the author chose to include these photographs in this section? What words on page 5 tell you how the author feels about wolves?	Ask students to look closely at the photographs and to read the captions on pages 4 and 5. Explain to students that all of the photographs in this book were taken by the author, Jim Brandenburg. Ask students how the photographs are alike. Listen for: *The wolf and the man are in the same pose—both subjects are behind a tree so only part of the subject's face is visible.* Ask students how the photographs are different and listen for: *The photograph on page 4 is of a wolf and the photograph on page 5 is of a man.* Point out that the man in the photograph on page 5 is the author, Jim Brandenburg.

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Close Reading Guide:
"Face to Face" For Teacher Reference

		Ask students why they think Jim Brandenburg chose to include these photographs in this section. Listen for: *The section and book are called "Face to Face" and these pictures show the faces of a man and a wolf. Students may also notice that in making the photos so similar, the author is hinting at his personal connection to the wolf.* Read aloud the last question and listen for students to share out: *dreaming about seeing a wild wolf; favorite animals; I hoped to photograph one.* Invite students to record their thinking on their text-dependent questions.
Complete Rows 1 and 2 only; the remaining questions will be completed in the next lesson.		
3. Reread the sidebar on **page 6**. Then use details from the text to answer the questions on the right.	Listen as your teacher rereads the first line of the sidebar out loud. What do you think *admiration* means? What words in the text make you think so? According to the text, which group of people looked at the wolf with fear?	Read aloud the sidebar on page 6. Point to the word *admiration* and ask students what they think this word means. Listen for: *admiring, respecting, liking*. Ask students to work with a partner to find words in the text that support what they think *admiration* means. Listen for: *inspired, fear,* guiding students to understanding that admiration means the opposite of fear

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Close Reading Guide:
"Face to Face" For Teacher Reference

	Which group looked at the wolf with admiration? According to the text, why does nearly every culture have folktales about wolves? What other folktales have you worked with that are about wolves?	Explain that the sidebar gives examples of how different cultures feel about wolves and stories that have been written as a result. Ask students to work with a partner to record and answer Questions 2 and 3. Listen for: *Europeans* for the second question and *Native Americans* for the third question. Focus students on the fourth question and ask them to discuss then record their thinking. Listen for: *People admire and fear wolves; wolves inspire people.* Point out and explain that people can have different points of view about wolves If this point has not come up in the discussion thus far, ask the last question. Listen for students to name texts read in Unit 1.
4. Reread **page 5**. Then use details from the text to answer the questions on the right.	What do you think *extinct* means? What words in the text make you think so? The text says, "They were there, of course, but I didn't know how to look for them." Where were the wolves?	Ask students to whisper read page 5. Once they finish reading, focus their attention on the first question. Ask what *extinct* means and listen for: *no longer existing, dead, gone*. If necessary, use the example of dinosaurs when discussing the meaning of this word. Ask students to share the words in the text that they used to figure out the meaning of this word. Listen for: *"I had seen them only in photos and paintings"; "I knew wolves still lived there."*

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Close Reading Guide:
"Face to Face" For Teacher Reference

	Why might the author not know how to look for them?	Focus students' attention on the second question and listen for: *The wolves were hiding; they were blending in with their environment.* Then, focus students on the third question and ask them to discuss and then record their thinking. After 1 or 2 minutes, cold call a few students to share their answers aloud. Listen for: *He didn't know how to think like a wolf; he didn't know a lot about wolves.*
5. Reread **page 6**. Then use details from the text to answer the questions on the right.	The text says, "Years later, I jumped at the chance to travel to the high Arctic, far north in Canada, for National Geographic." Why did National Geographic want the author to go to the high Arctic? How did the author feel about the opportunity to go to the high Arctic? What words in the text make you think so? Why did the author feel that way about the opportunity to go to the high Arctic?	Ask students to read the first paragraph on page 6 to themselves. Then, read aloud the first question. Explain that National Geographic is a company that publishes books, magazines, and videos about animals and nature. Listen for students to share out: *They wanted the author to photograph and study wolves.* Ask students to read and discuss the second question with a partner. Listen for: *He was excited about going; "I jumped at the chance."* Read aloud the third question and direct students to look back in the text and record an answer. After 1 minute, cold call a few students to share out. Listen for: *He was excited because wolves are his favorite animal; "wolves were my favorite animals"; "I hoped to photograph one"*

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Close Reading Guide:
"Face to Face" For Teacher Reference

6. Reread **pages 6-7**. Then use details from the text to answer the questions on the right.	What words and phrases from the text tell you how the author feels about wolves? What details in the photographs might give you clues about how the author feels about wolves?	Read the first question aloud. Explain to students that you will read aloud pages 6–7 again for them, and while you read they should follow along and look for words and phrases that tell how the author feels about wolves. Then, ask students to follow along silently as you read pages 6 and 7 aloud. After reading these pages aloud, direct students to look back to the text and record an answer. After 1 minute, cold call a few students to share out. Listen for: *"I jumped at the chance"; "After all these years, I was finally face to face with my favorite animal"; "I felt like I was part of the pack"; "cute little waddling, gray bundles of fur"; "sad to go"; and "the wolf country of my boyhood dreams."* Point out that the author writes in a positive way about wolves and repeatedly calls them his favorite animal Read aloud the second question and ask students to look back at the text and record an answer. After 1 minute, cold call a few students to share out and listen for details from the photographs like: *His pictures show wolves in their natural environments; "high on his iceberg throne."*

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Close Reading Guide:
"Face to Face" For Teacher Reference

7. Look back at **pages 4–7** and at your responses on this guide. Then discuss the answers to the questions at the right with your class.	What is the author's *point of view* on wolves? What details from the text support your answer to the question above? What details from the photographs support your answer to the question above?	Read aloud the first question. Remind students to think back to the opening when they reviewed what *point of view* means: opinion, the way someone feels about something. Ask students to turn and talk, discussing the author's point of view on wolves. Listen for: *He admires wolves; he loves wolves.* Direct students to look back to this section of the book to find evidence that supports what they just discussed. Listen for: *"dreaming about seeing a wild wolf"; "favorite animals"; "I hoped to photograph one"; "I jumped at the chance"; "After all these years, I was finally face to face with my favorite animal"; "I felt like I was part of the pack"; "cute little waddling, gray bundles of fur"; "sad to go"; and "the wolf country of my boyhood dreams."* Direct students to look back at the pictures and captions in this section to find evidence that supports what they just discussed. Listen for details from the photographs like*: His pictures show wolves in their natural environments; "high on his iceberg throne."*

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 2: Lesson 2

Reading Closely: “Face to Face”

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can determine the meaning of unknown words in informational text. (RI.3.4) I can answer questions using specific details from informational text. (RI.3.1) I can distinguish between my point of view and the author's point of view. (RI.3.6)

Supporting Learning Targets	Ongoing Assessment
• I can identify specific facts and details about the appearance and behaviors of wolves from *Face to Face with Wolves*. • I can actively listen and share in discussions with my peers. • I can find the meanings of unfamiliar words to help me better understand *Face to Face with Wolves*. • I can identify the author's point of view about wolves.	• Answers to Text-Dependent Questions: "Face to Face" (continued from Lesson 1) • Participation in co-creating Who Is the Wolf in Fact anchor chart

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Agenda	Teaching Notes
1. Opening A. Engaging the Reader: Reviewing Homework (7 minutes) B. Unpacking Learning Targets (3 minutes) 2. Work Time A. Reading Closely: "Face to Face" (40 minutes) 3. Closing and Assessment A. Share and Debrief: Creating the Who Is the Wolf in Fact Anchor Chart (10 minutes) 4. Homework A. Read "Meet the Wolf," pages 8–13, and record any unfamiliar vocabulary words.	• In this lesson, students continue closely reading the first section of *Face to Face with Wolves*. As noted in Lesson 1, the Text-Dependent Questions: "Face to Face" are meant to be discussion-based; the teacher can choose to invite students to work independently or in pairs or small groups when thinking about different questions, but should guide the whole class in a discussion using the Close Reading Guide: "Face to Face" before moving on to the next section. • Also as noted in Lesson 1, depending on the needs of your class, you may choose to split this close reading into three lessons rather than two. The end goal of Lessons 1 and 2 is for students to be able to answer the focus question posed during Lesson 1 Work Time C, "What is the author's point of view on wolves?" • During the debrief, the Who Is the Wolf in Fact new anchor chart is introduced. As they did in Unit 1 with the Who Is the Wolf in Fiction anchor chart, students describe "who" the wolf is in fact. This is a routine students will follow throughout this unit, which not only helps them to answer the guiding question for this unit ("Who is the wolf in fact?"), but also will support their work in Unit 3 as they develop their own narrative stories about a day in the life of a wolf. • See the supporting materials for a completed Who Is the Wolf in Fact anchor chart, for your reference throughout the unit. Use this as a guide for information to include on the anchor chart. • In advance: – Review: Back-to-Back, Face-to-Face protocol (see Appendix). – Prepare: Who Is the Wolf in Fact anchor chart. – Post: Learning targets; Who Is the Wolf in Fact anchor chart.

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Lesson Vocabulary	Materials
facts, details, discussions, point of view, extinct (5), admiration (6)	• Index cards (two per student) • Single-hole punch (one per student) • Metal ring (from Unit 1, Lesson 2; students' own) • *Face to Face with Wolves* (book; one per student and one to display) • Text-Dependent Questions: "Face to Face" (from Lesson 1; one per student and one to display) • Close Readers Do These Things anchor chart (begun in Module 1, Unit 1, Lesson 2) • Close Reading Guide: "Face to Face" (from Lesson 1; for teacher reference) • Who Is the Wolf in Fact anchor chart (new; co-created with students during Closing and Assessment)

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Opening	Meeting Students' Needs
A. Engaging the Reader: Reviewing Homework (7 minutes) • Ask students to take out the list of unfamiliar words from *Face to Face with Wolves* they recorded for homework. • Explain to students that, as in Unit 1, they will continue to use vocabulary cards to help build their understanding of key terms and to refer to later when they begin writing their own wolf stories. • Using Back-to-Back, Face-to-Face, invite students to share with a partner the words they collected for homework. • Distribute **index cards**. • Invite students to choose two words from their lists, writing one word on the front of each index card. • Remind students that on the back of each index card they will write the meaning of the word or phrase written on the front. Ask students to discuss with a neighbor: * "What strategies can you use to determine the meaning of words and phrases you do not know?" • Allow students 1 minute to discuss. Cold call a few partnerships to share out. Answers will vary, but listen for students to mention strategies they have used in previous modules to determine the meaning of unfamiliar terms. • Invite students to work with their partners to determine and record a definition on the back of their index cards for each of the words. Then, have students draw an example of the word on the back of their index cards. • Have partners turn to another pair of students nearby. Invite students to share one word they are adding to their vocabulary cards. • When students have finished sharing, distribute **single-hole punches**. While you are doing this, ask students to take out their **metal rings**. • Ask students to punch holes in their new index cards and add them to their metal rings.	

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Opening (continued)	Meeting Students' Needs
B. Unpacking Learning Targets (3 minutes) • Focus students' attention on the posted learning targets and ask them to chorally read each one aloud: ∗ "I can identify specific facts and details about the appearance and behaviors of wolves from *Face to Face with Wolves*." ∗ "I can actively listen and share in discussions with my peers." ∗ "I can find the meanings of unfamiliar words to help me better understand *Face to Face with Wolves*." ∗ "I can identify the author's point of view about wolves." • Underline key terms from the targets that students may be unfamiliar with: *facts*, *details*, *discussions*, and *point of view*. • Ask students to discuss with their partners what they think each target means. • After 1 or 2 minutes, invite a few partnerships to share their thinking with the whole class. Clarify any misconceptions students may have about key terms or the targets.	• Discussing and clarifying the language of learning targets helps build academic vocabulary.

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Work Time	Meeting Students' Needs

A. Reading Closely: "Face to Face" (40 minutes)
• Remind students that they have been reading the first section of ***Face to Face with Wolves***, "Face to Face," closely. Invite students to take out their copy of the book and the **Text-Dependent Questions: "Face to Face"** from the Lesson 1. Remind students that they are discussing questions about the text and using this sheet to record their thinking.
• Cold call a student to read the focus question at the top of the text-dependent questions:
  * "What is the author's point of view on wolves?"
• Remind students that they should keep this question in mind while reading this section.
• Direct students' attention to the posted **Close Readers Do These Things anchor chart** and quickly review it.
• Tell students that the text they will read is challenging and may have unfamiliar words. Reassure them that just like when they read folktales in Unit 1, they are not expected to understand it fully the first time. Remind them that one key to being a strong reader of difficult text is being willing to not give up easily, and that they can do this by rereading and persevering through difficult parts of the text.
• Display and invite students to turn to page 5 in *Face to Face with Wolves*. Review by asking:
  * "Overall, what is this section about?"
  * "What did we notice about the photos yesterday?"
• Listen for students to say something similar to: "This section explains how the author became interested in wolves and describes his first time photographing them," and "The photographs show the wolf and the man in the same pose."
• Remind students that close readers reread the texts they are analyzing paragraph-by-paragraph and sentence-by-sentence. Explain to students that they will now continue to reread this section closely and think carefully about the focus question:
  * "What is the author's point of view on wolves?"
• Tell students they will do this by rereading paragraphs on their own and with a partner and discussing the text as they read.
• Starting with Row 3 of the **Close Reading Guide: "Face to Face,"** guide students through rereading the text, inviting them to Think-Pair-Share and discuss the prompts as necessary. Be sure to lead the class through the activities in the Close Reading Guide by following the teaching notes in the right-hand column. Discuss and monitor student responses to each question, and model strategies for navigating complex sections of the text as needed.	

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Closing and Assessment	Meeting Students' Needs
A. Share and Debrief: Creating the Who Is the Wolf in Fact Anchor Chart (10 minutes) • Direct students' attention to the **Who Is the Wolf in Fact anchor chart**. • Tell students that, just as they did in Unit 1, they will be recording descriptions of wolves on an anchor chart. Ask students to talk with nearby partners: * "How is this anchor chart different from the anchor chart we used in Unit 1?" • After 1 or 2 minutes, invite a few students to share their thinking aloud. Listen for: – "This chart is broken up into specific sections." – "The sections correspond to the elements of narratives." – "This chart focuses on facts, and the chart in Unit 1 was about wolves in fiction." • Remind students that the stories they will be writing in Unit 3 will be based in fact. Explain that they will use this chart to record facts that they can include in the stories they will write in Unit 3. • Next, ask students to discuss with their partners how they would describe the wolf in fact so far. Remind students to share what evidence from the text makes them think so. If necessary, review that evidence from the text means details or facts from what they have read. • After 1 or 2 minutes, invite a few students to share their thinking aloud. Listen for: – "Wolves can be gray or white." – "Wolves live in deep, dense woods," and other ideas. • Record students' thinking in the appropriate sections on the Who Is the Wolf in Fact anchor chart, modeling how to record the page number from the book. • Tell students they will continue to revisit this chart as they read more of this text, which will support their ability to answer the guiding questions and work they will do later in the module.	

Homework	Meeting Students' Needs
• Read "Meet the Wolf," pages 8–13, and record any unfamiliar vocabulary words.	

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 2: Lesson 2
Supporting Materials

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Who Is the Wolf in Fact Anchor Chart

For Teacher Reference

Teacher Directions: Write the following on chart paper to create this anchor chart.
Note: You may need to add rows/paper to this chart throughout the unit as facts are added by students.

Who Is the Wolf in Fact?
Facts about wolves that could be used in a story

Ideas about Character	Page
How wolves look:	
How wolves live:	
How wolves act:	

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Who Is the Wolf in Fact Anchor Chart

For Teacher Reference

Ideas about Setting			Page
Where wolves live:			
Ideas about Problems a Wolf Might Face	**Pages**	**Possible Solutions/Resolutions**	**Pages**

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Who Is the Wolf in Fact Anchor Chart

For Teacher Reference

Other Interesting Facts	Page

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Who Is the Wolf in Fact Anchor Chart
Answers For Teacher Reference

Note: The chart below is an example of what this anchor chart might look like at the end of the unit.

Who Is the Wolf in Fact?
Facts about wolves that could be used in a story

Ideas about Character	Page
How wolves look:	
gray, brown, and white; bushy fur; pointy ears; black nose	p. 4
pups are born with black fuzzy fur	p. 6
powerful jaws and interlocking teeth	p. 17
gray wolves are 26–32 inches tall	p. 18
female gray wolves weigh about 80 lbs. and male wolves weigh about 90 lbs.	p. 28
	p. 28
How wolves live:	
live in families called packs	p. 10
mother and father of the pack are called the alpha pair	p. 10
6–8 wolves in a pack	p. 11
can sleep up to 12 hours at a time	p. 13
have babies around April or May, and usually have a litter of 4–6 pups	p. 15
pups are completely dependent on their mothers	p. 15
good at catching and killing large animals	p. 18
can run 25–40 mph for short distances	p. 18
hunt deer, moose, caribou, musk oxen, bison, elk, beaver, rabbits, rodents	p. 19
hunt larger prey together as a pack	
	p. 19
How wolves act:	
alpha female and alpha male are the leaders of the pack	p. 10
territorial—travel far every day to watch their boundaries and to find food	p. 11
social—live and cooperate with other wolves	
communicate using smells, sounds, facial expressions, and body language	p. 13
howl—greeting, shows location, defines their territory, tracks their pack, warning	p. 13
when they wake up, they stretch, bow to each other, howl, and then leave to hunt	
show affection by licking each other's muzzles or wagging tails	p. 13
show aggression by staring into the eyes	

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Who Is the Wolf in Fact Anchor Chart
Answers For Teacher Reference

pups are playful—stalk, pounce, wrestle, and chew on each other	p. 13
every adult in the pack helps take care of the pups and elder or injured members of the pack	p. 13 p. 13 p. 16 p. 17

Ideas about Setting	Page
Where wolves live:	
North Woods of Minnesota	p. 5
deep, dense woods	p. 5
the high Arctic	p. 6
icebergs	p. 6
babies live in a hole or cave that the alpha pair finds or digs in the ground	p. 16
northern Rocky Mountains of Yellowstone National Park and in Idaho	
adapted to many environments, including prairies, woods, deserts, and arctic regions	p. 22 p. 28
live mainly in remote wilderness areas in Canada, northern United States, and parts of Europe and Asia	p. 29

Ideas about Problems a Wolf Might Face	Pages	Possible Solutions/Resolutions	Pages
be driven away by the alpha pair and become a lone wolf	p. 10	may join with other lone wolves to mate and form new packs	p. 10
live in a pack that is too large	p. 11	the pack may split into two packs and the new pack finds its own territory	p. 11
be attacked or killed if they wander into another pack's territory	p. 12	paw might not heal right; relies on other wolves to hunt food for it starve to death	p. 18
be trapped by a human	p. 12		
break a paw	p. 18		
not hunt enough food	p. 19		p. 19
be hunted by humans	p. 25		
be killed by a predator	p. 28		

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Who Is the Wolf in Fact Anchor Chart

Answers For Teacher Reference

like bears, coyotes, or other wolves		may join with other lone wolves to mate and form new packs	p. 10
starve or suffer from diseases	p. 28	the pack may split into two packs and the new pack finds its own territory	p. 11
be hit by cars	p. 28		
be injured by the flying hooves of their prey	p. 28	paw might not heal right; relies on other wolves to hunt food for it	
habitat loss	p. 29	starve to death	p. 18
			p. 19

Other Interesting Facts	Page
two species of wolves in North America—the red wolf and the gray wolf	p. 9
leave pups in the care of a babysitter	p. 15
prey on animals that are sick, weak, injured, old, or young	p. 19
5,000 wolves in the lower 48 states, 6,000–7,000 in Alaska	p. 21
gray wolves are not endangered, but red wolves are	p. 28
dogs and wolves are related to each other	p. 28
wild wolves live 6–8 years	p. 28
can eat 20 lbs. of meat at a sitting or can go two weeks without eating	p. 29

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 2: Lesson 3

Reading about Real Wolves: “Meet the Wolf”

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can ask questions to deepen my understanding of informational text. (RI.3.1) I can answer questions using specific details from informational text. (RI.3.1) I can determine the meaning of unknown words in informational text. (RI.3.4)

Supporting Learning Targets	Ongoing Assessment
• I can determine the gist of the section "Meet the Wolf." • I can actively listen and share in discussions with my peers. • I can ask questions to help me better understand a section from *Face to Face with Wolves*. • I can find the meanings of unfamiliar words to help me better understand *Face to Face with Wolves*.	• Answers to Text-Dependent Questions: "Meet the Wolf" • Participation in creating the Asking Questions to Show Understanding anchor chart • "Meet the Wolf" Vocabulary note-catcher • Vocabulary cards

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Agenda	Teaching Notes
1. Opening A. Unpacking Learning Targets (5 minutes) 2. Work Time A. Reading "Meet the Wolf" for Gist (20 minutes) B. Asking Questions to Show Understanding (10 minutes) C. A Closer Look at Words: "Meet the Wolf" (20 minutes) 3. Closing and Assessment A. Share (5 minutes) 4. Homework A. Reread "Meet the Wolf" and self-assess fluency.	• In this lesson, students begin closely reading the second section, "Meet the Wolf." The close reading process is meant to help students deeply understand a section of the text. Students read and reread to deconstruct the meaning of the text and then reconstruct a deeper meaning using evidence from the text. The teacher uses questioning geared toward a focus question to make the text accessible to students. • This close read sequence, which begins in this lesson and continues in Lesson 4, is designed as two lessons; however, depending on the needs of your class, you may split this close reading into three lessons. This pattern was established in Lessons 1 and 2 and repeats throughout the unit. • As in Lessons 1 and 2, the Text-Dependent Questions: "Meet the Wolf" are meant to be discussion-based. • In this lesson, students read "Meet the Wolf" for gist. They then ask questions to show understanding and will refer to these questions in Lesson 4. • Students also focus on vocabulary from "Meet the Wolf.". You may choose to include additional words from the section during this part of the lesson. Certain words (territory/territorial, social, communicate) are not touched on in this lesson as they are discussed in depth during the close read in Lesson 4. • The end goal of Lessons 3 and 4 is for students to be able to answer the focus question posed during Work Time A, "What does the author mean when he says 'wolves are social animals'? Explain what wolves do that make them social animals." Students are given the opportunity to do so in Lesson 4. • In advance: – Review: Mix and Mingle in Checking for Understanding techniques (see Appendix). – Prepare Asking Questions to Show Understanding anchor chart. – Post: Learning targets; Close Readers Do These Things anchor chart; Asking Questions to Show Understanding anchor chart.

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Lesson Vocabulary	Materials
questions, understand, trust (9), species, pack (10), alpha pair, dominant (13)	• *Face to Face with Wolves* (book; one per student and one to display) • Text-Dependent Questions: "Meet the Wolf" (one per student and one to display) • Close Readers Do These Things anchor chart (begun in Module 1, Unit 1, Lesson 2) • Sticky notes (seven per student) • Close Reading Guide: "Meet the Wolf" (for teacher reference) • Asking Questions to Show Understanding anchor chart (new; co-created with students during Work Time B) • "Meet the Wolf" Vocabulary note-catcher (one per student and one to display) • "Meet the Wolf" Vocabulary note-catcher (answers, for teacher reference) • Index cards (two per student) • Single-hole punch (one per student) • Metal ring (from Unit 1, Lesson 2; students' own) • Fluency Self-Assessment (from Unit 1, Lesson 2; one per student; see also in stand-alone from Fluency Resource)

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Opening	Meeting Students' Needs
A. Unpacking Learning Targets (5 minutes) • Direct students' attention to the posted learning targets and ask them to read aloud with you: ∗ "I can determine the gist of the section 'Meet the Wolf.'" ∗ "I can actively listen and share in discussions with my peers." ∗ "I can ask questions to help me better understand a section from *Face to Face with Wolves*." ∗ "I can find the meanings of unfamiliar words to help me better understand *Face to Face with Wolves*." • Ask students to Think-Pair-Share: ∗ "What words do you think are most important in today's learning target? What will we be focusing on as we read, think, write, and talk?" • Validate student responses and explain that today they will be reading a new section of ***Face to Face with Wolves***, "Meet the Wolf." Tell students that in this lesson they will read for gist, learn how to ask questions to help them understand a text, and take a closer look at important vocabulary words from the new section. • Explain that in Lesson 4, students will reread "Meet the Wolf" more closely and write a short paragraph responding to what they have read. Tell students that they will use this same process throughout the rest of this unit to read this text and research wolves.	• Discussing and clarifying the language of learning targets helps build academic vocabulary.

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Work Time	Meeting Students' Needs

A. Reading "Meet the Wolf" for Gist (20 minutes)
• Distribute the **Text-Dependent Questions: "Meet the Wolf"** and explain that they will discuss questions about the text and use this form to record their thinking, just as they used did in Lessons 1 and 2 with "Face to Face."
• Cold call a student to read the focus question at the top of the sheet:
  * "What does the author mean when he says that 'wolves are social animals'? Explain what wolves do that make them social animals."
• Explain to students that after reading this section closely, they will be able to answer this focus question.
• Direct students' attention to the posted **Close Readers Do These Things anchor chart** and quickly review it. Tell students that the text they will read is challenging and may have unfamiliar words. Reassure them that just like when they read folktales in Unit 1, they are not expected to understand the passage fully the first time. Remind students that one key to being a strong reader of difficult text is being willing to reread and to struggle with difficult parts of the text.
• Display and invite students to turn to page 9 in *Face to Face with Wolves*. Build up the excitement; this section will give them new information that they can draw on when writing their own wolf stories.
• Distribute seven **sticky notes** per student.
• Tell students that, just as with "Face to Face," you are going to read this section aloud and you would like them to read along silently and listen for the gist, or what it is mostly about.
• Read pages 9–13, pausing after each paragraph and asking students to turn to a partner and discuss:
  * "What was that paragraph mostly about?"
• Cold call various pairs. As a class, agree on a gist statement for the paragraph, and ask students to record it on a sticky note.
• After the first read of the text is complete, ask:
  * "Overall, what is this section about?"
• Listen for students to say something similar to: "This section explains how wolves live and interact with each other."
• Invite students to record this final gist statement in the first row of their Text-Dependent Questions: "Meet the Wolf."
• Using the teaching notes and questions in Row 2 of the **Close Reading Guide: "Meet the Wolf,"** guide students through examining the photographs and captions in this section, inviting them to Think-Pair-Share and discuss the prompt as necessary. Stop students after the second row and tell them that they will continue rereading the rest of the text in the next lesson. Have students place this sheet in a folder or notebook so they can continue work on it tomorrow.
	• Graphic organizers and recording forms engage students more actively and provide the necessary scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning. For students needing additional support, provide a partially filled-in graphic organizer.
	• Provide ELLs with a sentence starter or frame to aid in language production. For example: "This section is mostly about ___."

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Work Time (continued)	Meeting Students' Needs

B. Asking Questions to Show Understanding (10 minutes)
• Explain to students that readers not only answer questions about a text to show what they understand about it, but they also ask *questions* that will help them better *understand* what they are reading. Remind students that they practiced this in Unit 1 when reading fiction. Tell students that they will continue to practice this in Unit 2, asking questions about what they read in *Face to Face with Wolves*.
• Direct students' attention to the posted **Asking Questions to Show Understanding anchor chart**.
• Explain to students that they will be using this anchor chart to record the questions they have while reading this text.
• Cold call a student to read the headings on the chart:
  * "Questions that will help us better understand the text"
  * "How we might find the answer"
  * "Answer (complete when found)"
• Model asking a question about the text using page 9, "That photograph of the wolf on the iceberg turned out to be the most important picture I would ever make."
• Think aloud, being sure to model:
  – Asking a question based on this line from the text. For example: "What picture is the author referring to? Why is the photograph of the wolf on the iceberg the most important photo he would ever make?"
  – Thinking about where we might find the answer. For example: "Rereading the text," and "Read more of this text."
  – Rereading page 8 to find the picture the author is referring to.
  – Reading on in the text to think about the answer. For example: "The text says he shot six frames before the wolf left and only one of the six turned out how he wanted it to. He didn't have many chances to get the picture right, and when he did get it he realized he had a lot more to learn about wolves."
  – Using the anchor chart to record your thinking.
• Then, invite students to look back through "Meet the Wolf," pages 8–13, and find part of the text that they do not understand. Ask students to think about questions they have that will help them better understand this section.
• Circulate to support. Prompt students by asking: "After reading this section, what are you wondering about?"; "Are there parts that don't make sense?"; or "After reading this section, are there any words you are still not sure of the meaning of?"
• After 3 or 4 minutes, invite a few students to share out whole group and listen for questions like:	

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Work Time (continued)	Meeting Students' Needs
– "What does 'shot six frames' mean?" – "Why would a mother move her pups to a new area 'out in the open'? Isn't this dangerous?" – "What is a species?" • Record two or three strong questions on the Asking Questions to Show Understanding anchor chart.	
C. A Closer Look at Words: "Meet the Wolf" (20 minutes) • Redirect students' attention to the posted learning targets and focus on the last target. • Ask students to turn and talk: * "What strategies can you use to determine the meaning of words and phrases you may not know the meaning of?" • Allow students 1 minute to discuss ideas with partners. • Cold call a few pairs to share out. Answers will vary, but listen for students to mention strategies they have used in previous modules to determine the meaning of unfamiliar terms. • Then, ask students to take out the unfamiliar vocabulary words they identified in the homework from the previous lesson. • Invite students to turn and talk: * "What words did you record that you didn't know the meaning of?" • Cold call on students to share some words. List these words on the board. Students may identify: *trust*, *species*, common, climates, *alpha pair*, attitudes, boundaries, social, and track. • Remind students that one way they can determine the meaning of unknown words is by looking at clues in the story around the word. • Distribute the **"Meet the Wolf" Vocabulary note-catcher**. • Read the last sentence of the first paragraph on page 9 aloud: "Since then, I've learned more about wolves and how to gain their trust." • Ask students to Think-Pair-Share what the word "trust" means and cold call a few students to share their thinking.	

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Work Time (continued)	Meeting Students' Needs
• If necessary, briefly think aloud with the word "trust": "When I read this sentence, I know that it's saying that the author learned more about wolves. It also says that he gained their trust. Gained means to get or earn, so what was the author earning? He was taking a picture of a wolf on an iceberg and then the wolf walked away, so the wolf probably left because he did not want to be near the author. It says the author learned how to gain their trust, so that must mean he learned how to make the wolves not afraid of him and accept him so they would stay nearby. So 'trust' must be a word that means 'accepting or unafraid.' The wolves were afraid of the author at first, but eventually accepted him and trusted that he would not hurt them." • Ask students to take 10 minutes to work on the words "species," *pack*, "alpha pair," and *dominant* with a partner. • Allow students to share whole class to check understanding for all. Listen for definitions such as: – "A species is a group of animals that look similar and can breed with one another; offspring can also breed successfully. The two species of wolves in North America are the red wolf and the gray wolf." – "Packs are wolf families. Wolves live together in packs, which have a mother, father, and their offspring." – "The alpha pair are the leaders of a pack. The alpha female is the mother of a pack and the alpha male is the father of the pack." – "Dominant means stronger, more powerful. The most dominant wolves in a pack are the alpha pair." • Distribute **index cards** to students. • Invite students to choose two words from their note-catchers, writing one word on the front of each index card. • Remind students that on the back of each index card they will write the meaning of the word or phrase written on the front. • Invite students to independently record a definition on the back of their index cards for each of the words they wrote down. Then, have students draw an example of the word on the back of the index cards. • When students have finished sharing, distribute **single-hole punches**. • Ask students to punch holes in their new index cards then add them to their **metal rings**.	

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Closing and Assessment	Meeting Students' Needs
A. Share (5 minutes) • Invite students to use Mix and Mingle to share the words they added to their Vocabulary cards. • After a few minutes, cold call several students to share what they discussed with their classmates. • Explain that in the next lesson, they will closely reread this section of *Face to Face with Wolves*. • Distribute the **fluency self-assessment** and explain to students they will reread "Meet the Wolf" for homework, self-evaluate their fluency, and set a personal fluency goal. Remind students that this was a homework routine they used in Unit 1 as well.	

Homework	Meeting Students' Needs
• Reread "Meet the Wolf" aloud in front of a mirror. • Self-assess your fluent reading skills using the fluency self-assessment. • Choose ONE area of fluent reading to practice (e.g., rate and accuracy, phrasing and punctuation, etc.) and draw a star in that row to show this is what you will work on. • Reread "Meet the Wolf" aloud in front of the mirror at least two more times to practice mastering the ONE area of fluency you starred.	

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Grade 3: Module 3B: Unit 2: Lesson 3
Supporting Materials

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Text-Dependent Questions:
"Meet the Wolf"

Name:

Date:

Focus Question: What does the author mean when he says that "wolves are social animals"? Explain what wolves do that make them social animals.

Directions	Questions
1. What is the gist of the section "Meet the Wolf"?	
2. Examine the photographs and captions in this section. Then use details from the text to answer the question on the right.	Below, list at least three things the reader could learn from the photographs and captions in this section.
3. Reread **pages 10 and 11**. Then use details from the text to answer the questions on the right.	Which wolves live together in a pack? What do you think *territory* means? What words in the text make you think so? When might a new pack be formed?

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Text-Dependent Questions:
"Meet the Wolf"

4. Reread **pages 10 and 11**. Then use details from the text to answer the questions on the right.	What information does the map on page 11 show? Why might the author have included this map?
5. Reread **pages 12 and 13**. Then use details from the text to answer the questions on the right.	What do you think *social* means? What words in the text make you think so? The author says, "wolves are social animals." What does he mean by this? What do you think *communicate* means? What words in the text make you think so? What are some ways wolves communicate? The text says, "A wolf howl is one of nature's most interesting sounds." List at least three interesting things that wolves communicate by howling.

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Writing Prompt

The author tells us that "wolves are social animals." In a well-written paragraph, explain some things that wolves do that make them social animals. Use specific facts, definitions, and details from *Face to Face with Wolves* to explain your thinking.

A quality response will:

- Clearly introduce the topic
- Develop the topic with facts, definitions, and details
- Use linking words and phrases
- End with a concluding statement

Be sure to check your paragraph for correct spelling, capitalization, and punctuation.

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Close Reading Guide:
"Meet the Wolf" For Teacher Reference

Name:

Date:

Note: Rows 1 and 2 are discussed in this lesson. Rows 3 and 4 and the writing prompt are discussed in Lesson 4.

Focus Question: What does the author mean when he says that "wolves are social animals"? Explain what wolves do that make them social animals.

Directions	Questions	Close Reading Guide
1. What is the gist of the section "Meet the Wolf"?		Similar to the previous section, read pages 9–13 aloud, stopping after each paragraph and asking students what that paragraph is mostly about. Once you have finished reading aloud, invite students to think about what the entire section was mostly about. Listen for: *This section explains how wolves live and interact with each other.*
2. Examine the photographs and captions in this section. Then use details from the text to answer the questions on the right.	Below, list at least three things the reader could learn from the photographs and captions in this section.	Direct students to look through pages 9–13 again, this time examining the photographs and captions. Read aloud the question and ask students to think about and record their response. After several minutes, cold call on students to share their responses. Listen for: *Wolves communicate by howling; wolves live together in packs; wolves live in North America, Europe, and Asia; wolves move around a lot looking for food; wolves can be gray, black, white, blondish, or gray-brown.*

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Close Reading Guide:
"Meet the Wolf" For Teacher Reference

Complete Rows 1 and 2 only; the remaining questions will be completed in the next lesson.		
3. Reread **pages 10 and 11**. Then use details from the text to answer the questions on the right.	Which wolves live together in a pack? What do you think *territory* means? What words in the text make you think so? When might a new pack be formed? What information does the map on page 11 show? Why might the author have included this map?	Give students 2 or 3 minutes to read page 10 and write a response to the first question. Then cold call a few students to share their answers with the class. Listen for: *the alpha pair and their offspring.* Give students 2 or 3 minutes to read page 11. Direct students to point to the word *territory* on page 11. Read aloud the second question and ask students to turn and talk with a partner about the meaning of this word as well as the words in the text that helped them figure out the meaning. Listen for*: the area where animals live; "lived near me"; "remained nearby"; "travel great distances"; "boundaries."* Read the third question aloud and ask students to discuss their thinking with a partner. After 2 minutes, invite a few partnerships to share out, listening for: *A group of lone wolves might form a new pack or a new pack may be formed if a pack gets too big.* Read aloud the fourth and fifth questions and ask students to closely examine the map on page 11. Cold call a few students to share their thinking with the class and listen for: *It shows where in the world wolves live*; *to help readers visualize where wolves live; for readers to see that wolves live in northern countries.*

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Close Reading Guide:
"Meet the Wolf" For Teacher Reference

4. Reread **pages 12 and 13**. Then use details from the text to answer the questions on the right.	What do you think *social* means? What words in the text make you think so? The author says, "wolves are social animals." What does he mean by this? What do you think *communicate* means? What words in the text make you think so? What are some ways wolves communicate? The text says, "A wolf howl is one of nature's most interesting sounds." List at least three interesting things that wolves communicate by howling.	Read page 13 aloud to students. Then, ask students to find the word *social* and point to it. Read aloud the first question and ask students to turn and talk with a partner about the meaning of this word as well as the words in the text that helped them figure out the meaning. Listen for: *cooperative relationships; "they live and cooperate with other wolves."* Read aloud the second question and ask students to discuss with a partner. After 1 or 2 minutes, invite a few partnerships to share out with the class. Listen for: *Wolves live with other wolves instead of alone and they cooperate and help the wolves they live with.* Ask students to find the word *communicate* and point to it. Read aloud the third question and ask students to write a response to it. Then, cold call a few students to share their answers with the class and listen for: *exchange information or ideas; "relay messages."* Read aloud the third question and ask students to discuss with a partner. After 1 or 2 minutes, invite partnerships to share out with the class. Listen for: *smells, sounds, facial expressions, body language, howl, growl, whimper.* Direct students to work with their partners to discuss and record a response for the last question. After several minutes, cold call students to share their responses with the whole class. Listen for: *They greet each other, show their location, define their territory, track the pack, and warn off other wolves.*

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Writing Prompt

Answers For Teacher Reference

The author tells us that "wolves are social animals." In a well-written paragraph, explain some things that wolves do that make them social animals. Use specific facts, definitions, and details from *Face to Face With Wolves* to explain your thinking.

A quality response will:

- Clearly introduce the topic
- Develop the topic with facts, definitions, and details
- Use linking words and phrases
- End with a concluding statement

Be sure to check your paragraph for correct spelling, capitalization, and punctuation.

Wolves are social animals. They live with other wolves and work together to survive. One thing that wolves do that makes them social is live in packs. A pack is usually made up of the alpha pair and their offspring. The alpha pair are the mother and father and the offspring are their pups. Another thing wolves do that makes them social is communicate. They share ideas and messages through smells, sounds like growling or howling, and body language. These are just a few things wolves do that make them social.

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Asking Questions to Show Understanding Anchor Chart

For Teacher Reference

Teacher Directions: Write the following on chart paper to create this anchor chart.
Note: You may need to add rows/paper to this chart throughout the unit as questions are added by students.

Asking Questions to Show Understanding

Questions that will help us better understand the text:	How we might find the answer:	Answer (complete when found):

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"Meet the Wolf" Vocabulary Note-catcher

Name:

Date:

Learning target: I can find the meanings of unfamiliar words to help me better understand *Face to Face with Wolves*.

1. trust (9)

"Since then, I've learned more about wolves and how to gain their **trust**."		
What does this word mean?	**What clues helped you determine the meaning?**	**What does this tell you about wolves?**

2. species (9)

"There are two **species** of wolves in North America: the red wolf and the most common, the gray wolf (*Canis lupus*)."		
What does this word mean?	**What clues helped you determine the meaning?**	**What does this tell you about wolves?**

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"Meet the Wolf" Vocabulary Note-catcher

3. pack (10)

"Wolf families are called **packs**."		
What does this word mean?	**What clues helped you determine the meaning?**	**What does this tell you about wolves?**

4. alpha pair (10)

"The pack consists of a mother and father, called the **alpha pair**, and their offspring."		
What does this word mean?	**What clues helped you determine the meaning?**	**What does this tell you about wolves?**

5. dominant (13)

"The **dominant** wolf holds its tail high."		
What does this word mean?	**What clues helped you determine the meaning?**	**What does this tell you about wolves?**

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"Meet the Wolf" Vocabulary Note-catcher

Answers For Teacher Reference

Name:

Date:

Learning target: I can find the meanings of unfamiliar words to help me better understand *Face to Face with Wolves*.

1. trust (9)

"Since then, I've learned more about wolves and how to gain their **trust**."		
What does this word mean?	**What clues helped you determine the meaning?**	**What does this tell you about wolves?**
accepting, unafraid	*The wolf left because it was afraid of the author, but eventually they accepted him and allowed him to be nearby.*	*It tells me that wolves are afraid of people.*

2. species (9)

"There are two **species** of wolves in North America: the red wolf and the most common, the gray wolf (*Canis lupus*)."		
What does this word mean?	**What clues helped you determine the meaning?**	**What does this tell you about wolves?**
a group of animals that look similar and can breed with one another; offspring can also breed successfully	*two* *the red wolf and the gray wolf* *the definition is in the glossary of the book*	*The two species of wolves in North America are the red wolf and the gray wolf.*

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"Meet the Wolf" Vocabulary Note-catcher
Answers For Teacher Reference

3. pack (10)

"Wolf families are called **packs**."		
What does this word mean?	**What clues helped you determine the meaning?**	**What does this tell you about wolves?**
wolf families	*Wolves live in groups consisting of a mother, a father, and their pups.*	*It tells me that wolves live together and rely on one another.*

4. alpha pair (10)

"The pack consists of a mother and father, called the **alpha pair**, and their offspring."		
What does this word mean?	**What clues helped you determine the meaning?**	**What does this tell you about wolves?**
the leaders of a pack	*The alpha female is the mother of a pack and the alpha male is the father of the pack.*	*It tells me that wolves have different roles within a pack.*

5. dominant (13)

"The **dominant** wolf holds its tail high."		
What does this word mean?	**What clues helped you determine the meaning?**	**What does this tell you about wolves?**
stronger, more powerful	*The weaker wolf slinks along and rolls over on its back.*	*It tells me that the strongest and most powerful wolves in a pack are the alpha pair.*

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 2: Lesson 4

Reading Closely: “Meet the Wolf”

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can answer questions using specific details from informational text. (RI.3.1) I can determine the meaning of unknown words in informational text. (RI.3.4) I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2)

Supporting Learning Targets	Ongoing Assessment
• I can identify specific facts and details about the appearance and behaviors of wolves from *Face to Face with Wolves*. • I can actively listen and share in discussions with my peers. • I can find the meanings of unfamiliar words to help me better understand *Face to Face with Wolves*. • I can plan an informative paragraph about wolves using details from *Face to Face with Wolves*.	• Answers to Text-Dependent Questions: "Meet the Wolf" (continued from Lesson 3) • Paragraph Writing Accordion graphic organizer • Participation in adding to the Who Is the Wolf in Fact anchor chart

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Agenda	Teaching Notes
1. Opening A. Engaging the Reader and Unpacking Learning Targets (5 minutes) 2. Work Time A. Reading Closely: "Meet the Wolf" (35 minutes) B. Guided Practice: Planning an Informational Paragraph (10 minutes) 3. Closing and Assessment A. Share and Debrief: Adding to the Who Is the Wolf in Fact Anchor Chart (10 minutes) 4. Homework A. Use the Paragraph Writing Accordion graphic organizer completed in class to write a draft of an informational paragraph in response to the focus question for "Meet the Wolf."	• In this lesson, students continue closely reading the second section, "Meet the Wolf." As noted in Lessons 1-3, the Text-Dependent Questions: "Meet the Wolf" are meant to be discussion-based. • As noted in Lesson 3, depending on the needs of your class, you may split this close reading into three lessons instead of two. • The end goal of Lessons 3 and 4 is for students to be able to answer the focus question posed in Lesson 3, "What does the author mean when he says that 'wolves are social animals'? Explain what wolves do that make them social animals." Students are given the opportunity to do so in this lesson. • In the second part of this lesson, students plan an informational paragraph responding to the focus question posed in Lesson 3. This graphic organizer was also used in Module 2A. Students use the Paragraph Writing Accordion anchor chart and graphic organizer to plan their writing in this unit. Students will share this paragraph during the Opening of Lesson 5. • A completed Who Is the Wolf in Fact anchor chart was included in the supporting materials of Lesson 2 for teacher reference. Refer to this throughout the unit as a guide for information to include on the anchor chart. • In advance: – Review: Back-to-Back, Face-to-Face protocol (see Appendix).. – Prepare: Paragraph Writing Accordion anchor chart. – Post: Learning targets; Close Readers Do These Things anchor chart; Informational Text anchor chart; Paragraph Writing Accordion anchor chart; Who Is the Wolf in Fact anchor chart.

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Lesson Vocabulary	Materials
synthesize, informational paragraph, topic, detail; pack (10), territory (11), social (13), communicate	• *Face to Face with Wolves* (book; one per student and one to display) • Text-Dependent Questions: "Meet the Wolf" (from Lesson 3; one per student and one to display) • Close Readers Do These Things anchor chart (from Module 1, Unit 1, Lesson 2) • Close Reading Guide: "Meet the Wolf" (from Lesson 3; for teacher reference) • Informational Text anchor chart (begun in Lesson 1) • Paragraph Writing Accordion anchor chart (begun in Module 2A, Unit 1, Lesson 10; also included in supporting materials for ease of reference) • Paragraph Writing Accordion graphic organizer (one per student and one to display) • Paragraph Writing Accordion graphic organizer: "Meet the Wolf" (answers, for teacher reference) • Who Is the Wolf in Fact anchor chart (begun in Lesson 2)

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Opening	Meeting Students' Needs

A. Engaging the Reader and Unpacking Learning Targets (5 minutes)
• Ask students to take out the fluency self-assessments they completed for homework.
• Explain (or review) Back-to-Back, Face-to-Face protocol.
• Then, ask students to quickly find a partner.
• Invite students to turn back-to-back and review their self-assessments to identify the criteria they are focused on practicing. After 30 seconds, ask students to turn face-to-face to share their thinking with their partners.
• After 2 minutes, invite a few students to share out their fluency goals and explain why they chose the goal. Answers will vary, but listen for students to name specific criteria from the fluency self-assessment and explain specifically why they chose to focus on that criteria after rereading "Meet the Wolf" aloud for homework.
• Focus students' attention on the learning targets and ask them to chorally read each one aloud:
  * "I can identify specific facts and details about the appearance and behaviors of wolves from *Face to Face with Wolves*."
  * "I can actively listen and share in discussions with my peers."
  * "I can find the meanings of unfamiliar words to help me better understand *Face to Face with Wolves*."
  * "I can plan an informative paragraph about wolves using details from *Face to Face with Wolves*."
• Using the Back-to-Back, Face-to-Face protocol, invite students to share with a partner what each target means in their own words.
• After each round of Back-to-Back and Face-to-Face, refocus students' attention whole class and cold call one or two partnerships to share their responses. Continue this process of Back-to-Back, Face-to-Face, and discussing whole class for each target. Clarify any misconceptions students may have about key terms or the targets as necessary.
	• Discussing and clarifying the language of learning targets helps build academic vocabulary.

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Work Time	Meeting Students' Needs

A. Reading Closely: "Meet the Wolf" (35 minutes)
• Remind students that they have been reading the second section of ***Face to Face with Wolves***, "Meet the Wolf," closely. Invite students to take out their copy of the book and the **Text-Dependent Questions: "Meet the Wolf"** and remind them that they are discussing questions about the text and using the form to record their thinking.
• Cold call a student to read the focus question at the top of the sheet:
  * "What does the author mean when he says that 'wolves are social animals'? Explain what wolves do that make them social animals."
• Remind students that they should keep this question in mind while reading this section.
• Direct students' attention to the posted **Close Readers Do These Things anchor chart** and quickly review if necessary. Tell students that the text they will read is challenging and may have unfamiliar words. Reassure them that just like when they read folktales in Unit 1, they are not expected to understand it fully the first time. Remind them that one key to being a strong reader of difficult text is being willing to not give up easily, and that they can do this by rereading and persevering through difficult parts of the text.
• Display and invite students to turn to page 9 in *Face to Face with Wolves*.
• Review by asking:
  * "Overall, what is this section about?"
• Listen for students to say something similar to: "This section explains how wolves live and interact with each other."
• Remind students that close readers reread the texts they are analyzing paragraph-by-paragraph and sentence-by-sentence. Explain to students that they will now continue to reread this section closely to think carefully about the focus question:
  * "What does the author mean when he says that 'wolves are social animals'? Explain what wolves do that make them social animals."
• Tell students they will be doing this by rereading paragraphs, sometimes on their own and sometimes with a partner, and discussing the text as they read. Starting with Row 3 of the **Close Reading Guide: "Meet the Wolf,"** guide students through rereading the text, inviting them to Think-Pair-Share and discuss the prompts as necessary. Be sure to lead the class through the activities in the Close Reading Guide by following the notes in the right-hand column. Discuss and monitor student responses to each question, and model strategies for navigating complex sections of the text as needed.	

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Work Time (continued)	Meeting Students' Needs

B. Guided Practice: Planning an Informational Paragraph (10 minutes)
• Explain to students that they will now *synthesize* what they have learned about wolves and plan an *informational paragraph* responding to the focus question for this section:
  * "What does the author mean when he says that 'wolves are social animals'? Explain what wolves do that makes them social animals."
• Remind students that great writers do not just start writing. Writers make sure they have good information about their *topic*. Ask:
  * "What will be the topic of our paragraph?" Listen for students referring back to the focus question and saying something like: "We will be explaining how wolves are social animals."
• Explain to students that in doing the close reading of this section, they gathered information about wolves and that now they need to plan and organize that information before they start writing.
• Explain that the paragraphs they will be writing are informational paragraphs.
• Direct students' attention to the **Informational Text anchor chart** and review characteristics of informational texts.
• Ask:
  * "What features should our paragraphs have if they are informational paragraphs?" Listen for responses like: "They should have a clear main idea and details that support the main idea"; "The topic should be developed with facts, definitions, and details from what we have read about wolves"; or "They 'wrap up' with a concluding statement."
• Display the **Paragraph Writing Accordion anchor chart**.
• Ask students to remind themselves how to use this graphic organizer. If necessary, prompt students by asking questions like: "What information do we put in this part of the organizer?"
• Ask:
  * "How can this graphic organizer help you as a writer?" Listen for responses like: "It can help me make sure I think about details that support my topic"; or "It can help me remember to include a sentence that states my topic, detail sentences, and a concluding statement that sums up my paragraph."
• Distribute a blank **Paragraph Writing Accordion graphic organizer** to each student.
• Using the **Paragraph Writing Accordion graphic organizer: "Meet the Wolf" (answers, for teacher reference)**, model filling in the Topic box, being sure to restate the focus question.	

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Work Time (continued)	Meeting Students' Needs
• Then lead the class in completing the first set of Detail and Explanation boxes together (see answers, for teacher reference for possible responses). • Invite students to work with a partner to complete the remaining Detail and Explanation boxes of the graphic organizer. • After about 5 minutes, refocus students whole group. Cold call students to share their responses whole class. • Lead the class in completing the last box, writing a concluding statement for the paragraph (see answers, for teacher reference for a possible response). • Explain to students that for homework, they will be using this graphic organizer to write an informational paragraph. Tell students that they will share their paragraphs in Lesson 5.	

Closing and Assessment	Meeting Students' Needs
A. Share and Debrief: Adding to the Who Is the Wolf in Fact Anchor Chart (10 minutes) • Redirect students' attention to the posted **Who Is the Wolf in Fact anchor chart**. • Tell students that, just as they did in Lesson 2, they will be adding facts and descriptions of wolves to this anchor chart that they can include in the stories they will write in Unit 3. • Ask students to discuss with a partner how they would describe the wolf in fact so far. Remind students to share what evidence from the text makes them think so. • After 1 or 2 minutes, invite a few students to share their thinking aloud. Listen for: – "Wolves live in families called packs"; – "The alpha male and female are the leaders of the pack"; and other ideas. • Record students' thinking in the appropriate sections on the Who Is the Wolf in Fact anchor chart, modeling how to record the page number from the book. Remind students they will continue to revisit this chart as they read more of this text, which will support their ability to answer the guiding questions and work they will do later in the module.	

Homework	Meeting Students' Needs
• Use the Paragraph Writing Accordion graphic organizer completed in class to write a draft of an informational paragraph in response to the focus question for "Meet the Wolf."	

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 2: Lesson 4

Supporting Materials

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Paragraph Writing Accordion Anchor Chart

For Teacher Reference

Teacher Directions: Write the following on chart paper to create this anchor chart.

Topic:

Detail:

Explain:

Detail:

Explain:

Conclusion:

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Paragraph Writing Accordion Graphic Organizer

Name:

Date:

Topic:

Detail:

Explain:

Detail:

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Paragraph Writing Accordion Graphic Organizer

Explain:

Conclusion:

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Paragraph Writing Accordion Graphic Organizer: "Meet the Wolf"

Answers For Teacher Reference

Name:

Date:

Topic:
Wolves are social animals.

Detail:
They live and work together with other wolves.

Explain:
- **Live in a pack**
- **Alpha pair (male and female) and offspring**

Detail:
They communicate with each other.

Explain:
- **Share ideas and messages**
- **Use smells, growling, howling, and body language to communicate**

Conclusion:
These are a few things wolves do that make them social.

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 2: Lesson 5

Mid-Unit Assessment: Reading a New Section of *Face to Face with Wolves:* "Life in the Pack"

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Mid-Unit Assessment:

Reading a New Section of *Face to Face with Wolves:* "Life in the Pack"

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can answer questions using specific details from informational text. (RI.3.1) I can retell key ideas from an informational text. (RI.3.2) I can determine the meaning of unknown words in informational text. (RI.3.4)

Supporting Learning Targets	Ongoing Assessment
• I can determine the gist of the section "Life in the Pack." • I can identify specific facts and details about the appearance and behaviors of wolves from *Face to Face with Wolves*. • I can find the meanings of unfamiliar words to help me better understand *Face to Face with Wolves*.	• Informational paragraph (homework from Lesson 4) • Mid-Unit 2 Assessment: Reading a New Section of *Face to Face With Wolves*: "Life in the Pack" • "Life in the Pack" Vocabulary note-catcher, Part 1 • Tracking My Progress: Mid-Unit 2 recording form

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Agenda	Teaching Notes
1. Opening A. Engaging the Reader: Sharing Homework (8 minutes) B. Unpacking Learning Targets (2 minutes) 2. Work Time A. Mid-Unit 2 Assessment: Reading a New Section of *Face to Face with Wolves*: "Life in the Pack" (35 minutes) B. A Closer Look at Words: "Life in the Pack" (10 minutes) 3. Closing and Assessment A. Tracking My Progress (5 minutes) 4. Homework A. Complete two Vocabulary cards to add to your metal rings.	• In this lesson, students take the Mid-Unit 2 Assessment. Students apply what they have learned about reading informational texts by responding to short answer and text-dependent questions about a new section from *Face to Face with Wolves*, "Life in the Pack." • Students read the first three pages of the section "Life in the Pack" for this assessment. They will read the remainder of this section closely in Lessons 6 and 7, and write an informational paragraph in response to this section in Lesson 8. • Some students may require additional time to complete this assessment independently. Make provisions for those students accordingly. You may wish to allow students to pre-read the pages used in the assessment for homework before this lesson to familiarize them with this section. • Some students may benefit from having someone read the questions aloud to them. Again, make provisions for those students accordingly. • In advance: – Post: Learning targets; Close Readers Do These Things anchor chart.

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Lesson Vocabulary	Materials
dependent (15), den (16), rendezvous site, omega wolf	• Informational paragraphs (homework from Lesson 4; one per student) • 2-Point Rubric: Short Response (for teacher reference) • Close Readers Do These Things anchor chart (begun in Module 1, Unit 1, Lesson 2) • Mid-Unit 2 Assessment: Reading a New Section of *Face to Face with Wolves*: "Life in the Pack" (one per student) • Mid-Unit 2 Assessment: Reading a New Section of *Face to Face with Wolves*: "Life in the Pack" (answers, for teacher reference) • *Face to Face with Wolves* (book; one per student and one to display) • "Life in the Pack" Vocabulary note-catcher, Part 1 (one per student and one to display) • "Life in the Pack" Vocabulary note-catcher, Part 1 (answers, for teacher reference) • Index cards (two per student) • Metal ring (from Unit 1, Lesson 2; students' own) • Tracking My Progress: Mid-Unit 2 recording form (one per student)

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Opening	Meeting Students' Needs
A. Engaging the Reader: Sharing Homework (8 minutes) • Ask students to take out the **informational paragraphs** they wrote for homework after Lesson 4. • Explain to students that they will be sharing their paragraphs with a partner. Tell students that they are not critiquing each other's paragraphs at this time, and that they should just focus on sharing what they wrote for homework. • Invite students to turn to a partner and begin sharing. • Give students 5 minutes to share. • Tell students that they will have a chance to write more informational paragraphs during this unit. • Collect students' paragraphs. Score using the **2-Point Rubric: Short Response** as an informal assessment on their ability to write an informative/explanatory paragraph. Note observations about student writing for use in Lesson 8 when students have more guided instruction in drafting informational paragraphs.	

B. Unpacking Learning Targets (2 minutes)
• Direct students' attention to today's learning targets and ask them to follow along silently as you read them aloud:
  * "I can determine the gist of the section 'Life in the Pack.'"
  * "I can identify specific facts and details about the appearance and behaviors of wolves from *Face to Face with Wolves*."
  * "I can find the meanings of unfamiliar words to help me better understand *Face to Face with Wolves*."
• Tell them that today they are going to "show what they know" about reading closely. They will read another section from *Face to Face with Wolves* and answer questions about what they read.
• Redirect students' attention to the posted **Close Readers Do These Things anchor chart.**
• Ask:
  * "What have we been learning about how to read closely?"
  * "What specifically have we been learning about how to read informational text to build expertise on a topic?"
• Ask for volunteers to share out, listening for students to offer comments similar to the learning targets. Probe as needed, emphasizing the importance of rereading, determining the gist, identifying specific facts and details in the text to support answers, and looking back in the text to determine the meaning of unfamiliar words.
• Tell students that these are exactly the skills that they will get to demonstrate on their mid-unit assessments.
	• Discussing and clarifying the language of learning targets helps build academic vocabulary.

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Work Time	Meeting Students' Needs
A. Mid-Unit 2 Assessment: Reading a New Section of *Face to Face with Wolves*: "Life in the Pack" (35 minutes) • Distribute the **Mid-Unit 2 Assessment: Reading a New Section of *Face to Face with Wolves:* "Life in the Pack."** • While you are doing this, ask students to take out their copies of ***Face to Face with Wolves***. • Read the directions for the assessment aloud and remind students that they should refer back to the text when they answer the questions. • Invite students to begin. • While students take the assessment, circulate to monitor their test-taking skills. Throughout the assessment, let students know how much time they have left and encourage them to continue working. This is an opportunity to analyze students' behavior while taking an assessment. Document strategies students use during the assessment. For example, look for students to be annotating their texts, using graphic organizers to take notes before answering questions, and referring to the text as they answer questions. • At the end of the allotted time, collect students' assessments.	• If students receive accommodations for assessments, communicate with the cooperating service providers about the practices of instruction in use during this study as well as the goals of the assessment. • For some students, this assessment might require more than the 35 minutes allotted. Consider providing students time over multiple days if necessary.

B. A Closer Look at Words: "Life in the Pack" (10 minutes)
• Congratulate students on completing the mid-unit assessment.
• Redirect students' attention to the learning targets and focus students on the last target:
  * "I can find meanings of unfamiliar words to help me better understand *Face to Face with Wolves*.
• Ask:
  * What strategies can you use to determine the meaning of words and phrases you may not know?"
• Allow students 1 minute to discuss ideas with a neighbor.
• Cold call pairs to share out. Answers will vary, but listen for students to mention strategies they have used in previous modules to determine the meaning of unfamiliar terms.
• Remind students that they can determine the meaning of these words by looking at clues in the story around the word.
• Distribute "**Life in the Pack" Vocabulary note-catchers, Part 1**.
• Read the last sentence of the first paragraph on page 9 aloud: "Wolf pups weigh one pound at birth and are blind, deaf, and completely dependent on their mother."	

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Work Time (continued)	Meeting Students' Needs

• Ask students to Think-Pair-Share:
  * "What does the word *dependent* mean?"
• Cold call a few students to share their thinking.
• If necessary, briefly think aloud about the word "dependent": "When I read this sentence, I know that it's saying that wolf pups can't see or hear when they are born and that they don't weigh very much—only one pound. They must need someone to take care of them, so I think that 'dependent' means that they depend or need their mother when they are first born. So 'dependent' must be a word that means 'needs or relies on someone for support.' The pups can't do anything for themselves when they are first born, so they need and rely on their mother to take care of them."
• Ask students to take 7 minutes to work on the terms *den*, *rendezvous site*, and *omega wolf* with a partner.
• Invite volunteers to share whole class to check understanding for all. Listen for definitions such as:
  – "A den is the shelter or resting place of an animal A wolf pup's first home is called a den."
  – "A rendezvous site is a large open area where wolves meet and sleep. The pups explore, play, and sleep here while the adults hunt."
  – "The omega wolf is the wolf with the least status. The alpha pair are the leaders and highest in the pack, and the omega wolf has the lowest rank."
• Distribute **index cards** to students.
• Explain to students that for homework, they should choose two words from their note-catchers and create Vocabulary cards to add to their **metal rings**. Remind students that they should write the word or phrase on the front of the card and write the meaning of the word or phrase on the back.	

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Closing and Assessment	Meeting Students' Needs
A. Tracking My Progress (5 minutes) • Distribute the **Tracking My Progress: Mid-Unit 2 recording form**. • Explain that this is a chance for them to think about how well they are doing meeting two of the main targets they have been working on. • Read through the tracker and provide clarification as necessary for students. Have students independently complete their trackers and collect when finished.	
Homework	**Meeting Students' Needs**
• Complete two Vocabulary cards to add to your metal rings.	

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 2: Lesson 5

Supporting Materials

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2-Point Rubric: Short Response

Score	Response Features
2 Point	The features of a 2-point response are • Valid inferences and/or claims from the text where required by the prompt • Evidence of analysis of the text where required by the prompt • Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt • Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt • Complete sentences where errors do not impact readability
1 Point	The features of a 1-point response are • A mostly literal recounting of events or details from the text as required by the prompt • Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt • Incomplete sentences or bullets
0 Point	The features of a 0-point response are • A response that does not address any of the requirements of the prompt or is totally inaccurate • No response (blank answer) • A response that is not written in English • A response that is unintelligible or indecipherable

If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 1.

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Mid-Unit 2 Assessment:

Reading a New Section of *Face to Face with Wolves*: "Life in the Pack"

Name:

Date:

Long-Term Learning Targets Assessed:

I can answer questions using specific details from informational text. (RI.3.1)
I can retell key ideas from an informational text. (RI.3.2)
I can determine the meaning of unknown words in informational text. (RI.3.4)

Directions:

1. Read from the beginning of page 15 to the end of the second paragraph on page 17 in *Face to Face with Wolves* for gist.
2. Answer the questions that follow.
3. Use evidence from the text to support your answers.

1. What is the gist of this section of *Face to Face with Wolves*?

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Mid-Unit 2 Assessment:
Reading a New Section of *Face to Face with Wolves*: "Life in the Pack"

2. The text says, "Scientists often compare the wolf pack to a human family, because wolves live together and care for one another, just like humans" (p. 15).

Which line from the text gives an example of how the wolf pack is like a human family?

A. "Wolf pups weigh one pound at birth ..."
B. "This larger, open area, known as a rendezvous site, gives the growing pups more room to explore and sleep."
C. "Wolf pups love to play; they stalk, pounce, wrestle, and chew on each other."
D. "Every adult in the wolf pack will help take care of the pups by bringing them food and playing with them."

3. What is the meaning of the word *litter* as it is used in the following line from the text?:

"Each year, around April or May, the alpha female usually bears one **litter** of four to six pups" (p. 15).

A. absorbent material, used as a bathroom by animals
B. the babies born to an animal at a single time
C. garbage thrown around carelessly
D. material used as bedding for animals

4. What details from the text and/or photographs support your answer to Question 3?

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Mid-Unit 2 Assessment:
Reading a New Section of *Face to Face with Wolves*: "Life in the Pack"

5. According to the text, how does playing help the wolf pups prepare to be adults? Use details from the text to support your answer.

6. What is the meaning of the word *vulnerable* as it is used in the following line from the text?:

"This leaves the pups **vulnerable** to other predators, such as bears."

A. open to attack, harm, or damage
B. safe and secure
C. ready to attack
D. protected from

7. How does living in a pack help a wolf pup survive? Use details from the text to support your answer.

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Mid-Unit 2 Assessment:
Reading a New Section of *Face to Face with Wolves*: "Life in the Pack"
Answers For Teacher Reference

Name:

Date:

Long-Term Learning Targets Assessed:
I can answer questions using specific details from informational text. (RI.3.1)
I can retell key ideas from an informational text. (RI.3.2)
I can determine the meaning of unknown words in informational text. (RI.3.4)

Directions:

1. Read from the beginning of page 15 to the end of the second paragraph on page 17 in *Face to Face with Wolves* for gist.
2. Answer the questions that follow.
3. Use evidence from the text to support your answers.

1. What is the gist of this section of *Face to Face with Wolves*?

This section is about wolf pups and how the pack cares for them.

2. The text says, "Scientists often compare the wolf pack to a human family, because wolves live together and care for one another, just like humans" (p. 15).

Which line from the text gives an example of how the wolf pack is like a human family?

A. "Wolf pups weigh one pound at birth..."

B. "This larger, open area, known as a rendezvous site, gives the growing pups more room to explore and sleep."

C. "Wolf pups love to play; they stalk, pounce, wrestle, and chew on each other."

D. **"Every adult in the wolf pack will help take care of the pups by bringing them food and playing with them."**

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Mid-Unit 2 Assessment:
Reading a New Section of *Face to Face with Wolves*: "Life in the Pack"
Answers For Teacher Reference

3. What is the meaning of the word *litter* as it is used in the following line from the text?:

"Each year, around April or May, the alpha female usually bears one **litter** of four to six pups" (p. 15).

A. absorbent material, used as a bathroom by animals

B. **the babies born to an animal at a single time**

C. garbage thrown around carelessly

D. material used as bedding for animals

4. What details from the text and/or photographs support your answer to Question 3?

"the alpha female usually bears"; "four to six pups"; "completely dependent on their mother"

5. According to the text, how does playing help the wolf pups prepare to be adults? Use details from the text to support your answer.

Playing helps wolf pups prepare to be adults because they figure out who is the strongest and will be good at hunting.

6. What is the meaning of the word *vulnerable* as it is used in the following line from the text?:

"This leaves the pups **vulnerable** to other predators, such as bears."

A. open to attack, harm, or damage

B. safe and secure

C. ready to attack

D. protected from

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Mid-Unit 2 Assessment:
Reading a New Section of *Face to Face with Wolves*: "Life in the Pack"
Answers For Teacher Reference

7. How does living in a pack help a wolf pup survive? Use details from the text to support your answer.

Living in a pack helps a wolf pup survive. Their parents, the alpha pair, find a den for the pups to live in which keeps them safe. The alpha pair finds sites for pups to live that are near food and water sources. The other wolves in the pack help care for the pups. They bring the pups food and play with them. Sometimes, when the rest of the pack goes out to hunt, one wolf stays behind with the pups like a babysitter. This wolf makes sure the pups are safe from predators and also teaches them important lessons about being a wolf.

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"Life in the Pack" Vocabulary Note-catcher, Part 1

Name:

Date:

Learning target: I can find the meanings of unfamiliar words to help me better understand *Face to Face with Wolves*.

1. dependent (15)

"Wolf pups weigh one pound at birth and are blind, deaf, and completely **dependent** on their mother."		
What does this word mean?	**What clues helped you determine the meaning?**	**What does this tell you about wolves?**

2. den (16)

"This first home is called a **den**."		
What does this word mean?	**What clues helped you determine the meaning?**	**What does this tell you about wolves?**

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"Life in the Pack" Vocabulary Note-catcher, Part 1

3. rendezvous site (16)

"This larger, open area, known as a **rendezvous site**, gives the growing pups more room to explore and sleep."		
What does this word mean?	**What clues helped you determine the meaning?**	**What does this tell you about wolves?**

4. omega wolf (16)

"The wolf with the least status, the **omega wolf**, eats last."		
What does this word mean?	**What clues helped you determine the meaning?**	**What does this tell you about wolves?**

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"Life in the Pack" Vocabulary Note-catcher, Part 1

Answers For Teacher Reference

Learning target: I can find the meanings of unfamiliar words to help me better understand *Face to Face with Wolves*.

1. dependent (15)

"Wolf pups weigh one pound at birth and are blind, deaf, and completely **dependent** on their mother."		
What does this word mean?	**What clues helped you determine the meaning?**	**What does this tell you about wolves?**
needs or relies on someone for support	**The pups weigh one pound when they are born.** **The pups can't see or hear when they are born.**	**The pups can't do anything for themselves when they are first born, so they need and rely on their mother to take care of them.**

2. den (16)

"This first home is called a **den**."		
What does this word mean?	**What clues helped you determine the meaning?**	**What does this tell you about wolves?**
the shelter or resting place of an animal	**It is the pups' first home.** **The pups stay here until they are big enough to travel.**	**A wolf pup's first home is called a den.**

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"Life in the Pack" Vocabulary Note-catcher, Part 1

3. **rendezvous site (16)**

"This larger, open area, known as a **rendezvous site**, gives the growing pups more room to explore and sleep."		
What does this word mean?	**What clues helped you determine the meaning?**	**What does this tell you about wolves?**
a large open area where wolves meet and sleep	**"larger, open area"** **"room to explore and sleep"**	**The pups explore, play, and sleep here while the adults hunt.** **It's a safe spot for the pups to be.**

4. **omega wolf (16)**

"The wolf with the least status, the **omega wolf**, eats last."		
What does this word mean?	**What clues helped you determine the meaning?**	**What does this tell you about wolves?**
the wolf with the least status	**"The alpha pair always eats first."** **"The omega wolf eats last."**	**The alpha pair are the leaders and highest in the pack, and the omega wolf has the lowest rank.**

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Tracking My Progress: Mid-Unit 2

Name:

Date:

Learning Target: I can identify specific facts and details about the appearance and behaviors of wolves from *Face to Face with Wolves*.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this

I understand some of this

I am on my way!

3.The evidence to support my self-assessment is:

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Tracking My Progress: Mid-Unit 2

Name:

Date:

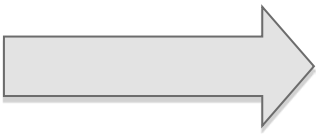
Learning Target: I can find the meanings of unfamiliar words to help me better understand *Face to Face with Wolves*.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this

I understand some of this



I am on my way!

3.The evidence to support my self-assessment is:

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 2: Lesson 6

Reading about Real Wolves: “Life in the Pack”

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can ask questions to deepen my understanding of informational text. (RI.3.1) I can determine the main idea of an informational text. (RI.3.2) I can retell key ideas from an informational text. (RI.3.2) I can determine the meaning of unknown words in informational text. (RI.3.4)

Supporting Learning Targets	Ongoing Assessment
• I can identify the main idea and supporting details of the section "Life in the Pack." • I can actively listen and share in discussions with my peers. • I can ask questions to help me better understand a section from *Face to Face with Wolves*. • I can find the meanings of unfamiliar words to help me better understand *Face to Face with Wolves*.	• Answers to Text-Dependent Questions: "Life in the Pack" • Participation in adding to the Asking Questions to Show Understanding anchor chart • "Life in the Pack" Vocabulary note-catcher, Part 2 • Vocabulary cards

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Agenda	Teaching Notes
1. Opening A. Engaging the Reader and Unpacking Learning Targets (7 minutes) 2. Work Time A. Reading "Life in the Pack" for Main Idea and Supporting Details (28 minutes) B. Asking Questions to Show Understanding (5 minutes) C. A Closer Look at Words: "Life in the Pack" (15 minutes) 3. Closing and Assessment A. Share (5 minutes) 4. Homework A. Reread "Life in the Pack"; self-assess fluency; reflect and refine goals.	• In this lesson, students continue to closely read the third section of *Face to Face with Wolves*, "Life in the Pack." Students already read the first two pages of this section during the Mid-Unit 2 Assessment (in Lesson 5). Now, they read the entire section for gist and ask questions to help them understand the text. They will then focus on vocabulary from pages 17–19 of this section. In Lesson 7, students will closely reread pages 17–19, and in Lesson 8 they will write an informational paragraph responding to the focus question from the close read. • This close read sequence, which begins in this lesson and continues in Lessons 7 and 8, is designed as three lessons; however, depending on the needs of your class, you may choose to split this close reading into four lessons instead. This pattern is similar to previous lessons in the unit and repeats once more after this sequence of lessons. • The end goal of these three lessons is for students to be able to answer the focus question posed during Work Time A, "How does living in a pack help wolves survive?" Students are given the opportunity to do so in Lessons 7 and 8. • Students focus on vocabulary from pages 17–19 in this lesson. You may choose to include additional words from the section during this part of the lesson. Certain words (prey, herd) are not touched on in this lesson, as they are discussed in depth during Lesson 7. • In advance: – Review: Mix and Mingle and Milling to Music in Checking for Understanding techniques (see Appendix).. – Post: Learning targets; Close Readers Do These Things anchor chart; Asking Questions to Show Understanding anchor chart.

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Lesson Vocabulary	Materials
main idea, supporting details, elder (17), jaws (18), discord, starvation (19)	• Single-hole punch (one per student) • Metal ring (from Unit 1, Lesson 2; students' own) • Text-Dependent Questions: "Life in the Pack" (one per student and one to display) • Close Readers Do These Things anchor chart (begun Module 1, Unit 1, Lesson 2) • Close Reading Guide: "Life in the Pack" (for teacher reference) • *Face to Face with Wolves* (book; one per student and one to display) • Asking Questions to Show Understanding anchor chart (begun in Lesson 3) • "Life in the Pack" Vocabulary note-catcher, Part 2 (one per student and one to display) • "Life in the Pack" Vocabulary note-catcher, Part 2 (answers, for teacher reference) • Index cards (two per student) • Fluency self-assessment (from Lesson 3; one per student)

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Opening	Meeting Students' Needs

A. Engaging the Reader and Unpacking Learning Targets (7 minutes)
• Ask students to take out the Vocabulary cards they completed for homework.
• Review Milling to Music if necessary.
• Tell students to quickly mill to find a partner they have not worked with recently. Once students are partnered, ask them to share one word they added to their Vocabulary cards with one another.
• After 1 or 2 minutes, invite a few students to share their ideas whole group.
• Tell students to quickly mill to find a new partner. Once students are partnered, ask them to share another word they added to their Vocabulary cards with one another.
• When students have finished sharing, ask them to return to their seats.
• Distribute a **single-hole punch** to each student.
• Ask students to punch holes in their new index cards and add them to their **metal rings**.
• Focus students on the learning targets and ask them to read aloud with you:
  * "I can identify the main idea and supporting details of the section 'Life in the Pack.'"
  * "I can actively listen and share in discussions with my peers."
  * "I can ask questions to help me better understand a section from *Face to Face with Wolves*."
  * "I can find the meanings of unfamiliar words to help me better understand *Face to Face with Wolves*."
• Ask students to Think-Pair-Share:
  * "What types of strategies have we used to meet these learning targets?"
• Listen for students to explain reading a text paragraph by paragraph when determining the gist, asking questions about sections they do not understand and recording these questions on an anchor chart, and using context clues to help them determine the meaning of words.
• Explain to students that today, they will continue reading "Life in the Pack" and will continue practicing to meet these learning targets.
	• Discussing and clarifying the language of learning targets helps build academic vocabulary.

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Work Time	Meeting Students' Needs
A. Reading "Life in the Pack" for Main Idea and Supporting Details (28 minutes) • Explain to students that over the next two lessons, they will continue to closely read the section they began for the mid-unit assessment, "Life in the Pack." • Distribute the **Text-Dependent Questions: "Life in the Pack."** • Explain that students will discuss questions about the text and use this form to record their thinking, just as they used did when they read "Face to Face" and "Meet the Wolf." • Cold call a student to read the focus question at the top of the sheet: * "How does living in a pack help wolves survive?" • Explain to students that after reading this section closely, they will be able to answer this focus question. • Direct students' attention to the posted **Close Readers Do These Things anchor chart** and review if necessary. • Tell students that the text they will read is challenging and may have unfamiliar words. Reassure them that just like when they read folktales in Unit 1, they are not expected to understand the passage fully the first time. Remind students that one key to being a strong reader of difficult text is being willing to reread and struggle with difficult parts of the text. • Display and invite students to turn to page 15 in ***Face to Face with Wolves***. Build up the excitement; this section will give them new information that they can draw on when writing their own wolf stories. • Using the teaching notes and questions in Rows 1–2 of the **Close Reading Guide: "Life in the Pack" (for teacher reference)**, guide students through reading the text, inviting them to Think-Pair-Share and discuss the prompts as necessary. Be sure to lead the class through the activities in the Close Reading Guide by following the teaching notes in the right-hand column. Discuss and monitor student responses to each question, and model strategies for navigating complex sections of the text as needed. • Stop students after the third row and tell them that they will continue rereading the rest of the text in the next lesson. Have students place this sheet in a folder or notebook so they can continue to work on it tomorrow.	• Graphic organizers and recording forms engage students more actively and provide the necessary scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning. For students needing additional support, provide a partially filled-in graphic organizer. • Provide ELLs with a sentence starter or frame to aid in language production. For example: "This section is mostly about ___."

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Work Time (continued)	Meeting Students' Needs

B. Asking Questions to Show Understanding (5 minutes)
• Remind students that readers not only answer questions about a text to show what they understand it, but also ask questions that will help them better understand what they are reading. Remind students that they practiced this in Unit 1 when reading fiction, and started practicing it with *Face to Face with Wolves* in Lesson 3.
• Direct students' attention to the **Asking Questions to Show Understanding anchor chart**.
• Remind students that they have been using this anchor chart to record the questions they have while reading this text.
• Cold call a student to read the headings on the chart:
  * "Questions that will help us better understand the text"
  * "How we might find the answer"
  * "Answer (complete when found)"
• Invite students to turn and talk:
  * "Have any of our questions been answered?"
  * Listen for students reading through the questions on the chart and noticing which questions they have found answers to.
• Cold call on several partnerships, recording students' answers on the anchor chart as necessary.
• Then, invite students to look back through "Life in the Pack" (pages 17–19) and find part of the text that they do not understand. Ask students to think about questions they have that will help them better understand this section. If needed while students are working, prompt by asking:
  * "After reading this section, what are you wondering about?"
  * "Are there parts that don't make sense?"
  * "After reading this section, are there any words you are still not sure of the meaning of?"
• After 3 or 4 minutes, invite a few students to share out whole group and listen for questions like:
  * "What does 'food and water sources' mean?"
  * "Why would the alpha pair move the pups to new rendezvous sites often?"
  * "What is a predator?"
• Record two or three strong questions on the anchor chart.	

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Work Time (continued)	Meeting Students' Needs

C. A Closer Look at Words: "Life in the Pack" (15 minutes)
• Explain to students that before they closely read pages 17–19 of the text in the next lesson, they will work with some of the important vocabulary words from these pages.
• Remind students that one way they can determine the meaning of unknown words is by looking at clues in the story around the word.
• Distribute the **"Life in the Pack" Vocabulary note-catchers, Part 2**.
• Read the first sentence of the last paragraph on page 17 aloud: "The pack will also share in caring for elder or injured members of the pack."
• Ask students to Think-Pair-Share:
  * "What does the word *elder* mean?"
• Cold call a few students to share their thinking. Listen for definitions such as:
  – "Elder means older; The wolves take care of the hurt wolves and older wolves in their pack."
• Give students 10 minutes to work on the terms *jaws*, *discord*, and *starvation* with a partner.
• Ask volunteers to share whole class to check understanding for all. Listen for definitions such as:
  – "Jaws are the bones of the face where teeth grow. Wolves have very strong jaws which help them catch the animals they hunt."
  – "Discord means harsh or unpleasant sounds. Wolves howl together to create discord—loud, unpleasant sounds. This tricks other animals into thinking that the wolf pack is bigger than it actually is."
  – "Starvation means suffering from not having any food. Wolf pups often die because of starvation, or not having enough food."
• Distribute **index cards** to students.
• Invite students to choose two words from their note-catchers, writing one word on the front of each index card.
• Remind students that on the back of each index card they will write the meaning of the word or phrase on the front.
• Invite students to independently record a definition on the back of their index cards for each of the words. Then, have students draw an example of the word on the back of the index cards.
• Ask students to punch holes in their new index cards then add them to their metal rings.	

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Closing and Assessment	Meeting Students' Needs
A. Share (5 minutes) • Invite students to use Mix and Mingle to share the words they added to their Vocabulary cards. • After a few minutes, cold call several students to share what they discussed with their classmates. • Explain that in the next lesson, students will closely reread this section of *Face to Face with Wolves*. • Then, tell students they will continue to use their **fluency self-assessments** from Lesson 3 as they reread "Life in the Pack" for homework, self-evaluate their fluency, reflect on their progress toward the fluency goal they set, and revise their goals as needed.	

Homework	Meeting Students' Needs
• Reread "Life in the Pack" aloud. • Choose one page to reread at least twice aloud in front of a mirror. • Then, reflect: – "How close am I to reaching the fluency goal I set? Explain." – "Do I need to set a new goal? If so, what new goal should I set?" • Write your reflections on the back of your fluency self-assessment and star your new goal, if you set one.	• If available, provide an audio recording of *Face to Face with Wolves* for struggling readers to read along with to hear models of and practice fluency skills. • Allow students who struggle with writing to dictate their reflections to someone at home to scribe for them or provide a handheld recording device for students to record their thinking into.

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 2: Lesson 6

Supporting Materials

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Text-Dependent Questions:
"Life in the Pack"

Name:

Date:

Focus Question: How does living in a pack help wolves survive?

Directions	Questions
1. Read the section, "Life in the Pack." Then use details from the text to answer the questions on the right.	What is the main idea of the section "Life in the Pack"? What key details from the text help you understand the main idea?
2. Examine the photographs and captions in this section. Then use details from the text to answer the question on the right.	In the last chapter, we learned that wolves are social animals. Look at the photographs and captions in this section. What evidence do you see to support that idea?
3. Reread **page 18**. Then use details from the text to answer the questions on the right.	The text says other wolves "show him respect." Who are the wolves showing respect to?

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Text-Dependent Questions:
"Life in the Pack"

	Why are they showing this wolf respect? What do the other wolves do to show this wolf respect?
4. Reread **page 19**. Then use details from the text to answer the questions on the right.	What do you think *prey* means? What words in the text make you think so? The text says, "A wolf pack works together to hunt large prey." Why might the pack have to work together to hunt these animals?

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Text-Dependent Questions:
"Life in the Pack"

5. Reread the sidebar "Hungry Like a Wolf" on **page 19**. Then use details from the text to answer the questions on the right.	What do you think *herd* means? What words in the text make you think so? What is the main idea of this sidebar? What facts and details does the author use to support this idea?

6. Working with a partner, look back through **pages 17–19** to find evidence to complete the graphic organizer below.

How does living in a pack help wolves survive?

What the Pack Does	Page	How This Helps the Wolves Survive
Adults move cubs often	16	Keeps them near food and water sources

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Writing Prompt

After reading "Life in the Pack," what have you learned about how living in a pack helps wolves survive?

A quality response will:

- Clearly introduce the topic
- Develop the topic with facts, definitions, and details
- Use linking words and phrases
- End with a concluding statement

Be sure to check your paragraph for correct spelling, capitalization, and punctuation.

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Close Reading Guide:
"Life in the Pack" For Teacher Reference

Name:

Date:

Focus Question: How does living in a pack help wolves survive?

Directions	Questions	Teaching Notes
1. Read the section, "Life in the Pack." Then use details from the text to answer the questions on the right.	What is the main idea of the section "Life in the Pack"?	Point out that this question is asking for the main idea of the section. Explain to students that *main idea* is another way of saying the gist. Read pages 17–19 aloud, stopping after each paragraph and asking students what that paragraph was mostly about. You may also have students read and think about the gist of certain paragraphs independently. Once you have finished reading aloud, invite students to think about what the entire section was mostly about. Listen for: *This section is about how wolves work together in a pack.*
	What key details from the text help you understand the main idea?	Explain to students that it is important to identify details from the text that support the main idea. Tell students that not only does this help a reader to understand a text better, but it is also a way to check that the main idea a reader has identified is correct. Model rereading page 15, looking for details that support the main idea. A detail you may highlight for students is in the first sentence is, "wolves live together and care for one another, just like humans." Direct students to look through pages 14–19 with a partner, looking for and recording details that support the main idea.

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Close Reading Guide:
"Life in the Pack" For Teacher Reference

		After 5 minutes, cold call students to share their responses. Listen for: *Wolf pups are dependent on their mother; adult wolves take care of the pups by bringing them food and water; the pack cares for elder or injured members; a wolf pack works together to hunt large prey.*
2. Examine the photographs and captions in this section. Then use details from the text to answer the questions on the right.	In the last chapter, we learned that wolves are social animals. Look at the photographs and captions in this section. What evidence do you see to support that idea?	Direct students to look through pages 14–19 again, this time examining the photographs and captions. Read aloud the question and ask students to think about and record their responses. After several minutes, cold call on students to share their responses. Listen for: *The pups join the pack in howling; the pack leaves the pups with a babysitter who teaches the pups about being a wolf; wolves eat together; wolves howl together to make the pack appear much bigger to other packs.*
Complete Rows 1–2 only; the remaining questions will be completed in the next lesson.		
3. Reread **page 18**. Then use details from the text to answer the questions on the right.	The text says other wolves "show him respect." Who are the wolves showing respect to? Why are they showing this wolf respect? What do the other wolves do to show this wolf respect?	Remind students that they closely read pages 15–17 for the mid-unit assessment. Invite students to read the last paragraph on page 17 and the first paragraph on page 18 to themselves. Support struggling readers by reading this page aloud to them as they whisper read with you. Once all students have read page 18, read aloud the first question. Cold call a student to share their answer and listen for: *Broken Foot*. Direct students to read the second and third questions and discuss with a partner. After 2 or 3 minutes, cold call a few partnerships to share their responses with the whole class. Listen for: *He broke his paw and it never healed correctly; he can't hunt large animals because of his injury; wolves share in caring for older and*

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Close Reading Guide:
"Life in the Pack" For Teacher Reference

		injured wolves in their pack and: *they greet him and let him eat with them.*
4. Reread **page 19**. Then use details from the text to answer the questions on the right.	What do you think *prey* means? What words in the text make you think so? The text says, "A wolf pack works together to hunt large prey." Why might the pack have to work together to hunt these animals?	Read aloud the last paragraph on page 19. Direct students to point to the word *prey* on page 19. Read aloud the first question and ask students to turn and talk with a partner about the meaning of this word as well as the words in the text that helped them figure out the meaning. Listen for: *an animal hunted or killed by another animal for food* and: *"catch"; "such as deer, moose, caribou, musk oxen, bison, and elk."* Read the last question and direct students to look back to the text and record an answer. After 1 minute, cold call a few students to share out and listen for: *Large animals are too big and strong for a wolf to hunt alone; a wolf would not be able to fight it on its own because the large animals are too powerful; the pack can work together to trap and catch large animals.*
5. Reread the sidebar "Hungry Like a Wolf" on **page 19**. Then use details from the text to answer the questions on the right.	What do you think *herd* means? What words in the text make you think so? What is the main idea of this sidebar? What facts and details does the author use to support this idea?	Give students 3 or 4 minutes to read the sidebar on page 19 and write responses to all three questions. Then, direct students to discuss their thinking with a partner. After several minutes, cold call a few students to share their answers with the class. For the first question, listen for: *a group of animals of one kind living together* and: *"deer and other herds"; "other animal populations."* For the second question, listen for: *This sidebar describes how wolves help other animal herds stay healthy.* Point out that the three bullet points are sequential and follow a cause-and-effect structure.

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Close Reading Guide:
"Life in the Pack" For Teacher Reference

		For the third question, listen for: "*wolves prey on animals that are weak*"; "*the strong healthy animals survive and reproduce*"; "*other animal populations get too numerous.*"

6. Working with a partner, look back through **pages 17–19** to find evidence to complete the graphic organizer below.

How does living in a pack help wolves survive?

What the Pack Does	Page	How This Helps the Wolves Survive
Adults move cubs often	16	Keeps them near food and water sources
Pups love to play	16	Practice for hunting and finding out who is dominant
Adults bring pups food	17	Makes sure the pups don't go hungry and are strong
One adult stays with the pups while the other adults hunt	17	protects the pups from predators, teaches them how to be wolves
Care for elder or injured wolves	17	Makes sure these weaker wolves have food and are safe from predators
Hunt together	19	Able to catch bigger prey like deer or moose

Direct students to look back through the text with a partner to answer the focus question, recording their thinking on the chart.

Give students 4 or 5 minutes to reread pages 17–19 and find evidence in the text.

Then cold call a few students to share their answers whole class. See chart to the left for examples of possible responses.

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Writing Prompt

Answers For Teacher Reference

After reading "Life in the Pack," what have you learned about how living in a pack helps wolves survive?

A quality response will:

- Clearly introduce the topic
- Develop the topic with facts, definitions, and details
- Use linking words and phrases
- End with a concluding statement

Be sure to check your paragraph for correct spelling, capitalization, and punctuation.

Living in a pack helps wolves survive in many ways. Adult wolves help pups survive. They move the cubs often, which keeps them near food and water sources. They also bring the pups food so the pups don't go hungry and can grow strong. Adult wolves help other adults survive, too. They care for elder or injured wolves by making sure the weaker wolves have food and are safe from predators. Wolves also hunt together, which allows them to catch bigger prey like deer or moose. Living in a pack helps wolves get food and stay safe.

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"Life in the Pack" Vocabulary Note-catcher, Part 2

Name:

Date:

Learning target: I can find the meanings of unfamiliar words to help me better understand *Face to Face with Wolves*.

1. elder (17)

"The pack will also share in caring for **elder** or injured members of the pack."		
What does this word mean?	**What clues helped you determine the meaning?**	**What does this tell you about wolves?**

2. jaws (18)

"Their powerful **jaws** and interlocking teeth help them to catch and hang onto their prey."		
What does this word mean?	**What clues helped you determine the meaning?**	**What does this tell you about wolves?**

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"Life in the Pack" Vocabulary Note-catcher, Part 2

3. discord (18)

"Wolves howl at different pitches to create **discord**."		
What does this word mean?	**What clues helped you determine the meaning?**	**What does this tell you about wolves?**

4. starvation (19)

"Especially for pups, **starvation** is one of the main causes of death."		
What does this word mean?	**What clues helped you determine the meaning?**	**What does this tell you about wolves?**

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"Life in the Pack" Vocabulary Note-catcher, Part 2

Answers For Teacher Reference

Name:

Date:

Learning target: I can find the meanings of unfamiliar words to help me better understand *Face to Face with Wolves*.

1. elder (17)

"The pack will also share in caring for **elder** or injured members of the pack."		
What does this word mean?	**What clues helped you determine the meaning?**	**What does this tell you about wolves?**
older	**Before this, the text talked about how wolves take care of the youngest wolves in the pack—the pups.** **The text goes on to explain that wolves care for injured members.** **Wolves care for the young and the hurt. They care for older wolves, too.**	**The wolves take care of the hurt wolves and older wolves in their pack.**

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"Life in the Pack" Vocabulary Note-catcher, Part 2
Answers For Teacher Reference

2. **jaws (18)**

"Their powerful **jaws** and interlocking teeth help them to catch and hang onto their prey."		
What does this word mean?	**What clues helped you determine the meaning?**	**What does this tell you about wolves?**
the bones of the face where teeth grow	**They use the jaws and teeth to catch and hang onto their prey.**	**Wolves have very strong jaws which help them catch the animals they hunt.**

3. **discord (18)**

"Wolves howl at different pitches to create **discord**."		
What does this word mean?	**What clues helped you determine the meaning?**	**What does this tell you about wolves?**
harsh or unpleasant sounds	**They howl to make discord.**	**Wolves howl together to create discord—loud, unpleasant sounds. This tricks other animals into thinking that the wolf pack is bigger than it actually is.**

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"Life in the Pack" Vocabulary Note-catcher, Part 2
Answers For Teacher Reference

4. starvation (19)

"Especially for pups, **starvation** is one of the main causes of death."		
What does this word mean?	**What clues helped you determine the meaning?**	**What does this tell you about wolves?**
suffering from not having any food	**Each wolf should have about 2 1/2 pounds of food a day.** **Wolves can go for long periods without eating.**	**Wolf pups often die because of starvation, or not having enough food.**

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 2: Lesson 7

Reading Closely: “Life in the Pack”

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can answer questions using specific details from informational text. (RI.3.1) I can determine the meaning of unknown words in informational text. (RI.3.4) I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2) I can conduct a research project to become knowledgeable about a topic. (W.3.7) I can document what I learn about a topic by taking notes. (W.3.8) I can sort evidence into provided categories. (W.3.8)

Supporting Learning Targets	Ongoing Assessment
• I can identify specific facts and details about the appearance and behaviors of wolves from *Face to Face with Wolves*. • I can actively listen and share in discussions with my peers. • I can find the meanings of unfamiliar words to help me better understand *Face to Face with Wolves*. • I can plan an informative paragraph about wolves using details from *Face to Face with Wolves*.	• Answers to Text-Dependent Questions: "Life in the Pack" (continued from Lesson 6) • Paragraph Writing Accordion graphic organizer • Participation in adding to the Who Is the Wolf in Fact anchor chart

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Agenda	Teaching Notes
1. Opening A. Engaging the Reader and Unpacking Learning Targets (5 minutes) 2. Work Time A. Reading Closely: "Life in the Pack" (35 minutes) B. Partner Practice: Planning an Informational Paragraph (10 minutes) 3. Closing and Assessment A. Share and Debrief: Adding to the Who Is the Wolf in Fact Anchor Chart (10 minutes) 4. Homework A. Choose two italicized words from the Text-Dependent Questions: "Life in the Pack" and create Vocabulary cards for these words.	• In this lesson, students continue closely reading pages 17–19 of the third section, "Life in the Pack." • This close read sequence, which began in Lesson 6, is designed as three lessons; however, depending on the needs of your class, you may split this close reading into four lessons instead. • The end goal of Lessons 6–8 is for students to be able to answer the focus question posed in Lesson 6, "How does living in a pack help wolves survive?" Students are given the opportunity to begin to do so in this lesson by planning their paragraphs. They will write their paragraphs answering this question in Lesson 8. • When planning their paragraphs, students again use the Paragraph Writing Accordion anchor chart and graphic organizer to plan their writing. Students use this graphic organizer to write a paragraph in the next lesson and will continue to use this graphic organizer to plan and write informational paragraphs throughout this unit. • A completed Who Is the Wolf in Fact anchor chart was included in the supporting materials of Lesson 2 for teacher reference. This should be referred to throughout the unit as a guide for information to include on the anchor chart. • In advance: – Review: Back-to-Back, Face-to-Face protocol (see Appendix). – Prepare: Paragraph Writing Accordion anchor chart. – Post: Learning targets; Close Readers Do These Things anchor chart; Informational Text anchor chart; Paragraph Writing Accordion anchor chart; Who Is the Wolf in Fact anchor chart.

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Lesson Vocabulary	Materials
synthesize, informational paragraph, topic, detail, pack (10), territory (11), social (13), communicate	• *Face to Face with Wolves* (book; one per student and one to display) • Text-Dependent Questions: "Life in the Pack" (from Lesson 6; one per student and one to display) • Close Readers Do These Things anchor chart (begun in Module 1, Unit 1, Lesson 2) • Close Reading Guide: "Life in the Pack" (from Lesson 6; for teacher reference) • Informational Text anchor chart (begun in Lesson 1) • Paragraph Writing Accordion anchor chart (begun in Module 2A, Unit 1, Lesson 10) • Paragraph Writing Accordion graphic organizer (from Lesson 4; one new blank copy per student and one to display) • Paragraph Writing Accordion graphic organizer: "Life in the Pack" (for teacher reference) • Who Is the Wolf in Fact anchor chart (begun in Lesson 2) • Index cards (two per student)

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Opening	Meeting Students' Needs

A. Engaging the Reader and Unpacking Learning Targets (5 minutes)
• Ask students to take out their fluency self-assessments with reflections recorded on the back from homework.
• Remind students they were to self-assess fluency, reflect on individual progress, and then refine or revise their fluency goals.
• Ask students to turn to a nearby partner with whom they have not worked recently, to share fluency reflections and refined or revised goals.
• After 1 or 2 minutes, invite several students to share their thinking whole group.
• Focus students' attention on the learning targets and ask them to chorally read each one aloud:
  * "I can identify specific facts and details about the appearance and behaviors of wolves from *Face to Face with Wolves*."
  * "I can actively listen and share in discussions with my peers."
  * "I can find the meanings of unfamiliar words to help me better understand *Face to Face with Wolves*."
  * "I can plan an informative paragraph about wolves using details from *Face to Face with Wolves*."
• Explain to students that these targets should be familiar to them since they have been working towards them throughout the unit. Clarify any misconceptions students may have about key terms or the targets as necessary.
	• Discussing and clarifying the language of learning targets helps build academic vocabulary.

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Work Time	Meeting Students' Needs

A. Reading Closely: "Life in the Pack" (35 minutes)
• Remind students that they have been closely reading the third section of ***Face to Face with Wolves***, "Life in the Pack." Invite students to take out their copy of the book and the **Text-Dependent Questions: "Life in the Pack"** and remind them that they are discussing questions about the text and using the form to record their thinking. Tell students that they will only be focusing on pages 17–19 of this section since they closely read pages 15–17 for the mid-unit assessment.
• Cold call a student to read the focus question at the top of the sheet:
  * "How does living in a pack help wolves survive?"
• Remind students that they should keep this question in mind while reading this section.
• Direct students' attention to the posted **Close Readers Do These Things anchor chart** and review if necessary. Tell students that the text they will read is challenging and may have unfamiliar words. Reassure them that just like when they read folktales in Unit 1, they are not expected to understand it fully the first time. Remind them that one key to being a strong reader of difficult text is being willing to not give up easily, and that they can do this by rereading and persevering through difficult parts of the text.
• Display and invite students to turn to page 15 in *Face to Face with Wolves*.
• Review by asking:
  * "What is the main idea of this section?"
• Listen for students to say something similar to: "This section is about how wolves work together in a pack."
• Remind students that close readers reread the texts they are analyzing paragraph-by-paragraph and sentence-by-sentence. Explain to students that they will now continue to reread this section closely and answer questions that will help them to better understand the text and gather evidence to answer the focus question.
• Tell students they will be doing this by rereading paragraphs, sometimes on their own and sometimes with a partner, and discussing the text as they read. Starting with Row 4 of the **Close Reading Guide: "Life in the Pack" (for teacher reference)**, guide students through rereading the text, inviting them to Think-Pair-Share and discuss the prompts as necessary. Be sure to lead the class through the activities in the Close Reading Guide by following the teaching notes in the right-hand column. Discuss and monitor student responses to each question, and model strategies for navigating complex sections of the text as needed.	

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Work Time (continued)	Meeting Students' Needs

B. Partner Practice: Planning an Informational Paragraph (10 minutes)
• Explain to students that they will now synthesize what they have learned about wolves and plan an informational paragraph responding to the focus question for this section:
  * "How does living in a pack help wolves survive?"
• Remind students that great writers do not just start writing. Great writers make sure they have good information about their topic. Ask:
  * "What will be the topic of our paragraph?"
• Listen for students referring back to the focus question by saying something like: "We will be explaining how living in a pack helps wolves survive."
• Remind students that in doing the close reading of this section, they gathered information about wolves and that now they need to plan and organize that information before they start writing.
• Ask students to look through the work they have done on this section and determine where they will be most likely to find information that can be used in the paragraph. Be sure students realize that the chart they completed at the end of the text-dependent questions offers many facts and details to choose from when writing.
• Remind students that the paragraphs they will be writing are informational paragraphs.
• Draw students' attention to the posted **Informational Text anchor chart** and review characteristics of informational texts. Ask:
  * "What features should our paragraphs have if they are informational paragraphs?"
• Listen for responses like: "They should have a clear main idea and details that support the main idea"; "The topic should be developed with facts, definitions, and details from what we have read about wolves"; or "They 'wrap up' with a concluding statement."
• Redirect students' attention to the posted **Paragraph Writing Accordion anchor chart** and review.
• Distribute a blank **Paragraph Writing Accordion graphic organizer** to each student. Invite students to work with a partner to choose information and complete the graphic organizer. If needed, model completing one row of the graphic organizer.
• Circulate and support students as they work. You may wish to pull a small group of students who struggled with this task in Lesson 4. If necessary, use the completed **Paragraph Writing Accordion graphic organizer: "Life in the Pack"** in the supporting materials to model filling in the Topic box (being sure to restate the focus question), as well as the Detail, Explanation, and Conclusion boxes.	

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Work Time (continued)	Meeting Students' Needs
• After about 8 minutes, refocus students whole group. Cold call students to share their responses whole class. See teacher reference materials for possible responses. • Explain to students that in the next lesson, they will learn how to use this graphic organizer to write an informational paragraph.	

Closing and Assessment	Meeting Students' Needs
A. Share and Debrief: Adding to the Who Is the Wolf in Fact Anchor Chart (10 minutes) • Bring students' attention to the **Who Is the Wolf in Fact anchor chart.** • Tell students that, just as they did in Lessons 2 and 4, they will be adding facts and descriptions of wolves on this anchor chart that they can include in the stories they will write in Unit 3. • Next, ask students to discuss with their partners how they would describe the wolf, in fact, so far. Remind students to share what *evidence* from the text makes them think so. If necessary, review that evidence from the text means details or facts from what they have read. Be sure to remind students to look through all of "Life in the Pack" and not just pages 17–19. • After 1 or 2 minutes, invite a few students to share their thinking aloud. Listen for: – "Pups are born with black fuzzy fur." – "Pups are completely dependent on their mother at birth, and other ideas." • Record students' thinking in the appropriate sections on the Who is the Wolf in Fact anchor chart, modeling how to record the page number from the book. Remind students they will continue to revisit this chart as they read more of this text, which will support their ability to answer the guiding questions and work they will do later in the module. • Distribute **index cards** to students. • Explain to students that for homework, they should choose two italicized words from the Text-Dependent Questions: "Life in the Pack" and create Vocabulary cards for these words.	

Homework	Meeting Students' Needs
• Choose two italicized words from The Text-Dependent questions: "Life in the Pack" and create Vocabulary cards for these words.	

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 2: Lesson 7
Supporting Materials

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Paragraph Writing Accordion Graphic Organizer: "Life in the Pack"

Answers For Teacher Reference

Name:

Date:

Topic:
How living in a pack helps wolves survive

Detail:
Adult wolves help pups survive.

Explain:

- **Move cubs often**
- **Keep them near food and water**
- **Bring pups food**

Detail:
Adult wolves help other adults survive.

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Paragraph Writing Accordion Graphic Organizer: "Life in the Pack"

Answers For Teacher Reference

Explain:

- **Care for older or hurt wolves**
- **Make sure they have food and are safe from predators**
- **Hunt for bigger prey together**

Conclusion: **Living in a pack helps wolves get food and stay safe.**

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 2: Lesson 8

Writing about Real Wolves: Drafting an Informative Paragraph

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2) I can write an informative/explanatory text that has a clear topic. (W.3.2a) I can write for a variety of reasons. (W.3.10) I can use conventions to send a clear message to my reader. (L.3.2)

Supporting Learning Targets	Ongoing Assessment
• I can write a focus statement that states the topic of my informative paragraph. • I can write an informative paragraph about wolves using details from *Face to Face with Wolves*.	• Informative paragraph draft

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Agenda	Teaching Notes
1. Opening A. Unpacking Learning Targets (2 minutes) 2. Work Time A. Modeling Drafting a Focus Statement (8 minutes) B. Partner Practice: Drafting a Focus Statement (10 minutes) C. Guided Practice: Drafting an Informational Paragraph (30 minutes) 3. Closing and Assessment A. Share (10 minutes) 4. Homework A. Revise your paragraph based on your revision notes and for capitalization, punctuation, and spelling.	• In this lesson, students complete the process of reading and writing to build knowledge about the third section, "Life in the Pack." Students closely read the section for the mid-unit assessment in Lesson 5, and again with teacher guidance in Lessons 6 and 7. In this lesson, students write an informational paragraph showing understanding by responding to the focus question for this section, "How does living in a pack help wolves survive?" • In the Closing of this lesson, students use Praise-Question-Suggest protocol to provide feedback on a partner's paragraph. Assign partnerships before the lesson. You may choose to partner students of similar ability level; if choosing to group students in this way, consider meeting with a small group during Work Time C to provide extra support. Alternatively, you may use heterogeneous groupings to provide students working below grade level with support from a peer while writing. • In advance: – Assign critique partners. – Review: Praise-Question-Suggest protocol (see Appendix). – Post: Learning targets; Informational Text anchor chart.

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Lesson Vocabulary	Materials
informational paragraphs, focus statement	• Informational Text anchor chart (begun in Lesson 1) • Text-Dependent Questions: "Life in the Pack" (from Lesson 6; one per student) • Close Reading Guide: "Life in the Pack" (for teacher reference; from Lesson 6) • Paragraph Writing Accordion graphic organizer (from Lesson 7; one per student and one to display) • Paragraph Writing Accordion graphic organizer (for teacher reference; from Lesson 7) • Example focus statements: "Life in the Pack" (for teacher reference) • *Face to Face with Wolves* (book; one per student and one to display) • Vocabulary cards (begun in Unit 1, Lesson 2) • Example informational paragraph (for teacher reference)

Opening	Meeting Students' Needs

A. Unpacking Learning Targets (2 minutes)
• Direct students' attention to the posted learning targets and invite them to follow along as you read aloud:
  * "I can write a focus statement that states the topic of my informative paragraph."
  * "I can write an informative paragraph about wolves using details from *Face to Face with Wolves*."
• Give students a moment to consider:
  * "Based on these targets, what will you be working on today?"
• Cold call on students to share out whole group.
• Tell students that today they will use the planning they did in Lesson 7 to write an informational paragraph about wolves.
	• Discussing and clarifying the language of learning targets helps build academic vocabulary.

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Work Time	Meeting Students' Needs

A. Modeling Drafting a Focus Statement (8 minutes)
• Remind students that the paragraphs they will be writing are *informational paragraphs*.
• Direct students' attention to the posted **Informational Text anchor chart** (begun in Lesson 1) and review as necessary.
• Ask:
  * "What features should our paragraphs have if they are informational paragraphs?"
• Listen for responses like: "They should have a clear main idea and details that support the main idea"; "The topic should be developed with facts, definitions, and details from what we have read about wolves"; or "They 'wrap up' with a concluding statement."
• Explain that strong informational paragraphs always start with a *focus statement*. Tell students that the focus statement answers the focus question and tells the topic of the paragraph.
• Invite students to take out their **Text-Dependent Questions: "Life in the Pack."**
• Display the **Close Reading Guide: "Life in the Pack."**
• Point out the focus question at the top of the first page and cold call a student to read it aloud:
  * "How does living in a pack help wolves survive?"
• Explain that a focus statement is brief and to the point; it answers the focus question without giving too much detail.
• Invite students to take out their **Paragraph Writing Accordion graphic organizer** (from Lesson 7).
• Display the **Paragraph Writing Accordion graphic organizer (for teacher reference)**.
• Point out that students identified the topic of their paragraphs when planning in Lesson 7.
• Ask:
  * "What is the topic of our paragraphs?"
• Listen for responses like: "We will be explaining how living in a pack helps wolves survive."
• Explain that a focus statement will answer the focus question and tell the reader what the paragraph will be about. Model writing a focus statement for this question. See supporting materials for possible responses. Be sure to model:
  – Answering the focus question
  – Writing a brief and to the point statement
  – Stating the topic of the paragraph	

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Work Time (continued)	Meeting Students' Needs
B. Partner Practice: Drafting a Focus Statement (10 minutes) • Invite students to work with a partner to brainstorm at least two different focus statements they could write for this paragraph. (See **example focus statements: "Life in the Pack"** in supporting materials.) • Tell students to write their statements in the Topic box on their Paragraph Writing Accordion graphic organizers. • After 8 minutes, bring refocus students whole group. Cold call partnerships to share focus statements with the whole class. • Tell students that before a writer settles on one focus statement for his or her piece, he or she will often write several different ones. It's like when people try on several pairs of sneakers before deciding on the pair that's just right for them.	

C. Guided Practice: Drafting an Informational Paragraph (30 minutes)
• Display and invite students to turn to the writing prompt in the Text-Dependent Questions: "Life in the Pack." Read the prompt aloud to students:
  * "After reading 'Life in the Pack,' what have you learned about how living in a pack helps wolves survive?"
  A quality response will:
  • Clearly introduce the topic
  • Develop the topic with facts, definitions, and details
  • Use linking words and phrases
  • End with a concluding statement"
• Explain to students that they will now use their Paragraph Writing Accordion graphic organizers to write a draft of their paragraphs. Make sure students have out their copy of ***Face to Face with Wolves***, the Paragraph Writing Accordion graphic organizer from Lesson 7, the Text-Dependent Questions: "Life in the Pack," and their **Vocabulary cards.**
• Model writing the first couple sentences of the paragraph. Be sure to model:
  – Referring to the Paragraph Writing Accordion graphic organizer to keep the paragraph organized
  – Looking back in *Face to Face with Wolves* to confirm and elaborate on facts and details
  – Turning the words and phrases on the organizer into clear and interesting complete sentences
  – Using the Vocabulary cards to include precise vocabulary from your research
	• During independent work, the teacher can support ELLs or students with special needs as necessary. Just be sure to let all students struggle with the task, as successful completion after considerable effort builds both stamina and confidence.
	• Consider having students who are struggling continue orally practicing a detail and then write it down as they write their drafts.

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Work Time (continued)	Meeting Students' Needs
• Have students practice using the notes on the Paragraph Writing Accordion graphic organizer orally. Students should turn to a partner and explain, in complete sentences, the first detail on the organizer. Students should "talk as if they are writing" and keep trying until their sentences are clear and smooth. Circulate to support and model how to use the notes on the organizer to construct and express a complete thought. • Explain to students that they will now have a chance to write their own paragraphs. Direct students to write their drafts on the lines on their Text-Dependent Questions: "Life in the Pack." Remind them that since it is a first draft, it does not have to be perfect. • Students should reference the criteria in the writing prompt and be encouraged to refer frequently to the Informational Text anchor chart and Paragraph Writing Accordion graphic organizer when drafting. • Give students 20 minutes to write their paragraphs. Circulate and support them as needed. Be sure to confer with students you observed struggling with planning in Lesson 7 and with writing the paragraph for homework in Lesson 4. Help them focus on getting their ideas down on paper as opposed to worrying about spelling or grammar. See supporting materials for an **example informational paragraph**.	

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Closing and Assessment	Meeting Students' Needs
A. Share (10 minutes) • Ask students to bring their drafts of their paragraphs and sit facing their critique partner. • Review the Praise-Question-Suggest protocol with students. • Ask students to decide who will present first and who will critique. Explain that they will just give each other oral feedback based on the criteria list in the writing prompt and what they know about focus statements. • The first presenter has 4 minutes to read his or her draft and receive feedback from his or her partner. • Then students switch roles and repeat the process. • After both students have received feedback, direct students to write a revision note at the top of their drafts based on the feedback they received from their partners. • Explain to students that for homework, they should revise their paragraphs based on the revision note they just made and for capitalization, punctuation, and spelling.	
Homework	**Meeting Students' Needs**
• Revise your paragraph based on your revision notes and for capitalization, punctuation, and spelling.	

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 2: Lesson 8

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Example Focus Statements: "Life in the Pack"

For Teacher Reference

Living in a pack helps wolves survive in many ways.

Wolves live together in a pack, which helps them survive.

A key to wolves' survival is living together in a pack.

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Example Informational Paragraph

For Teacher Reference

Writing Prompt:

After reading "Life in the Pack," what have you learned about how living in a pack helps wolves survive?

A quality response will:

- Clearly introduce the topic
- Develop the topic with facts, definitions, and details
- Use linking words and phrases
- End with a concluding statement

Be sure to check your paragraph for correct spelling, capitalization, and punctuation.

Living in a pack helps wolves survive in many ways. Adult wolves help pups survive. They move the cubs often, which keeps them near food and water sources. They also bring the pups food so the pups don't go hungry and can grow strong. Adult wolves help other adults survive, too. They care for elder or injured wolves by making sure the weaker wolves have food and are safe from predators. Wolves also hunt together, which allows them to catch bigger prey like deer or moose. Living in a pack helps wolves get food and stay safe.

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 2: Lesson 9

Reading about Real Wolves: “Making a Comeback”

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can ask questions to deepen my understanding of informational text. (RI.3.1) I can determine the main idea of an informational text. (RI.3.2) I can retell key ideas from an informational text. (RI.3.2) I can determine the meaning of unknown words in informational text. (RI.3.4)

Supporting Learning Targets	Ongoing Assessment
• I can identify the main idea and supporting details of the section "Making a Comeback." • I can actively listen and share in discussions with my peers. • I can ask questions to help me better understand a section from *Face to Face with Wolves*. • I can find the meanings of unfamiliar words to help me better understand *Face to Face with Wolves*.	• Answers to Text-Dependent Questions: "Making a Comeback" • Participation in adding to the Asking Questions to Show Understanding anchor chart • "Making a Comeback" Vocabulary note-catcher • Vocabulary cards

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Agenda	Teaching Notes
1. Opening A. Engaging the Reader and Unpacking Learning Targets (7 minutes) 2. Work Time A. Reading "Making a Comeback" for Main Idea and Supporting Details (28 minutes) B. Asking Questions to Show Understanding (5 minutes) C. A Closer Look at Words: "Making a Comeback" (15 minutes) 3. Closing and Assessment A. Share (5 minutes) 4. Homework A. Reread "Making a Comeback"; self-assess fluency; reflect and refine goals.	• This lesson begins the last sequence of close reading lessons where students read and write to build knowledge. In this sequence of lessons, students read and respond to a prompt about the final section in *Face to Face with Wolves*, "Making a Comeback." • In this lesson, students read "Making a Comeback" and identify the main idea and supporting details. They also focus on vocabulary from this section. In Lesson 10, they will closely reread this section. In Lesson 11, they will write another informational paragraph responding to a focus question from the close read for this section. • As in previous lessons in this unit, the Text-Dependent Questions: "Making a Comeback" are meant to be discussion-based. • This close read sequence, which begins in this lesson and continues in Lessons 10 and 11, is designed as three lessons; however, depending on the needs of your class, you may choose to split this close reading into four lessons instead. This pattern is similar to previous lessons in the unit. • Students focus on vocabulary from "Making a Comeback" in this lesson. You may include additional words from the section during this part of the lesson. Certain words (protection, endangered, opposed, compromise) are not touched on in this lesson as they are discussed in depth during the close read in Lesson 10. • The end goal of Lessons 9–11 is for students to be able to answer the focus question posed during Work Time A, "After reading 'Making a Comeback,' what do you know about some of the problems faced by wolves? What are some solutions to these problems?" Students are given the opportunity to do so in Lessons 10 and 11. • In advance: – Review: Milling to Music and Mix and Mingle in Checking for Understanding techniques (see Appendix).. – Post: Learning targets; Close Readers Do These Things anchor chart; Asking Questions to Show Understanding anchor chart.

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Lesson Vocabulary	Materials
reintroduced (22), threatened (23), livestock, fund, decline (25)	• *Face to Face with Wolves* (book; one per student and one to display) • Text-Dependent Questions: "Making a Comeback" (one per student and one to display) • Close Readers Do These Things anchor chart (begun in Module 1, Unit 1, Lesson 2) • Close Reading Guide: "Making a Comeback" (for teacher reference) • Asking Questions to Show Understanding anchor chart (begun in Lesson 3) • "Making a Comeback" Vocabulary note-catcher (one per student and one to display) • "Making a Comeback" Vocabulary note-catcher (answers, for teacher reference) • Index cards (two per student) • Single-hole punch (one per student) • Metal ring (from Unit 1, Lesson 2; students' own) • Fluency self-assessment (from Lesson 3; one per student)

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Opening	Meeting Students' Needs

A. Engaging the Reader and Unpacking Learning Targets (7 minutes)
• Ask students to take out the informative paragraphs they drafted in Lesson 8 and revised for homework.
• Review directions for Milling to Music if needed.
• Tell students to quickly mill to find a partner they have not worked with recently. Once students are partnered, ask them to share one revision they made for homework with one another.
• After 1 or 2 minutes, invite a few volunteers to share their ideas whole group.
• Tell students to quickly mill to find a new partner. Once students are partnered, ask them to share another revision they made for homework with one another.
• When students have finished sharing, invite them to return to their seats. Focus students' attention on the learning targets and ask them to read them aloud with you:
  * "I can identify the main idea and supporting details of the section 'Making a Comeback.'"
  * "I can actively listen and share in discussions with my peers."
  * "I can ask questions to help me better understand a section from *Face to Face with Wolves*."
  * "I can find the meanings of unfamiliar words to help me better understand *Face to Face with Wolves*."
• Ask students to Think-Pair-Share:
  * "What types of strategies have we used to meet these learning targets?"
• Listen for students to explain reading a text paragraph-by-paragraph when determining the gist, asking questions about sections they do not understand and recording these questions on an anchor chart, and using context clues to help them determine the meaning of words.
• Explain to students that today they will read the section "Making a Comeback" and continue practicing to meet these learning targets.
	• Discussing and clarifying the language of learning targets helps build academic vocabulary.

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Work Time	Meeting Students' Needs
A. Reading "Making a Comeback" for Main Idea and Supporting Details (28 minutes) • Explain to students that over the next three lessons, they will read a new section of ***Face to Face with Wolves***, "Making a Comeback," closely and write about it. Distribute the **Text-Dependent Questions: "Making a Comeback"** and explain that students will discuss questions about the text and use this form to record their thinking, just as they did when they read the other sections of the book. • Cold call a student to read the focus question at the top of the sheet: * "After reading 'Making a Comeback,' what have you learned about some of the problems faced by wolves? What are some solutions to these problems?" • Explain to students that after reading this section closely, they will be able to answer this focus question. Tell students that they should keep this question in mind while reading this section. • Direct students' attention to the posted **Close Readers Do These Things anchor chart** and review if necessary. Remind them that the text they will read is challenging and may have unfamiliar words. Reassure them that just like when they read folktales in Unit 1, they are not expected to understand the passage fully the first time. Remind students that one key to being a strong reader of difficult text is being willing to reread and struggle with difficult parts of the text. • Display and invite students to turn to page 21 in *Face to Face with Wolves*. Build up the excitement; this section will give them new information that they can draw on when writing their own wolf stories. • Using the teaching notes and questions in Rows 1–2 of the **Close Reading Guide: "Making a Comeback,"** guide students through reading the text, inviting them to Think-Pair-Share and discuss the prompts as necessary. Be sure to lead the class through the activities in the Close Reading Guide by following the teaching notes in the right-hand column. Discuss and monitor student responses to each question, and model strategies for navigating complex sections of the text as needed. • Stop students after the third row and tell them that they will continue rereading the rest of the text in the next lesson. Have students place this sheet in a folder or notebook so they can continue work on it tomorrow.	• Graphic organizers and recording forms engage students more actively and provide the necessary scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning. For students needing additional support, provide a partially filled-in graphic organizer. • Provide ELLs with a sentence starter or frame to aid in language production. For example: "This section is mostly about ___."

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Work Time (continued)	Meeting Students' Needs

B. Asking Questions to Show Understanding (5 minutes)
• Remind students that readers not only answer questions about a text to show what they understand about it, but also ask questions that will help them better understand what they are reading. Remind students that they practiced this in Unit 1 when reading fiction, and have been practicing it with *Face to Face with Wolves* throughout the unit.
• Direct students' attention to the posted **Asking Questions to Show Understanding anchor chart**.
• Remind students that they have been using this anchor chart to record the questions they have while reading this text.
• Cold call a student to read the headings on the chart:
  * "Questions that will help us better understand the text"
  * "How we might find the answer"
  * "Answer (complete when found)"
• Invite students to turn and talk:
  * "Have any of our questions been answered?"
• Listen for students reading through the questions on the chart and noticing which questions they have found answers to.
• Cold call on several partnerships, recording students' answers on the anchor chart as necessary.
• Then, invite students to look back through "Making a Comeback" and find part of the text that they do not understand. Ask students to think about questions they have that will help them better understand this section.
• Circulate while students work, prompting them by asking:
  * "After reading this section, what are you wondering about?"
  * "Are there parts that don't make sense?"
  * "After reading this section, are there any words you are still not sure of the meaning of?"
• After 3 or 4 minutes, invite a few students to share out whole group and listen for questions like:
  – "What does it mean to make a comeback?"
  – "Why would scientists be studying wolves?"
  – "What is a rancher?"
• Record two or three strong questions on the Asking Questions to Show Understanding anchor chart.	

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Work Time (continued)	Meeting Students' Needs
C. A Closer Look at Words: "Making a Comeback" (15 minutes) • Explain to students that before they closely reread this section of the text in the next lesson, they will work with some of the important vocabulary words from these pages. • Remind students that one way they can determine the meaning of unknown words is by looking at clues in the story around the word. • Distribute the "**Making a Comeback" Vocabulary note-catcher**. • Read the first sentence of the last paragraph on page 22 aloud: "In 1995 and 1996, wild wolves from Canada were released, or reintroduced, in the northern Rocky Mountains of Yellowstone National Park and in Idaho." Ask students to Think-Pair-Share what the word *reintroduced* means and cold call a few students to share their thinking. Listen for definitions such as: – "Reintroduced means released. Wolves from Canada were released into parks in the United States." • Ask students to take 15 minutes to work on the terms *threatened*, *livestock*, *fund*, and *decline* with a partner. • Ask volunteers to share whole class to check understanding for all. Listen for definitions such as: – "Threatened means to make threats; to express the intent to harm. Ranchers who didn't like wolves being reintroduced near their land threatened to shoot them." – "Livestock are farm animals kept to be raised and sold. Livestock are the animals that the ranchers raise and sell, like cows or pigs." – "A fund is money raised for a specific purpose. The Defenders of Wildlife group created a fund, or raised money, to give to the farmers and ranchers who had animals that were killed by wolves." – "Decline means to lower or lessen. Elk and other animal groups numbers are declining, or lowering, and some people think it is because wolves are killing them." • Distribute **index cards** to students. • Invite students to choose two words from their note-catchers, writing one word on the front of each index card. • Remind students that on the back of each index card they will write the meaning of the word or phrase on the front. • Invite students to independently record a definition on the back of their index cards for each of the words. Then, have students draw an example of the word on the back of the index cards. • When students have finished, distribute **single-hole punches**. • Ask students to punch holes in their new index cards then add them to their **metal rings**.	

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Closing and Assessment	Meeting Students' Needs
A. Share (5 minutes) • Invite students to use Mix and Mingle to share the words they added to their Vocabulary cards. • After a few minutes, cold call several students to share what they discussed with their classmates. • Explain that in the next lesson, they will closely reread this section of *Face to Face with Wolves*. • Then, tell students they will continue to use to their **fluency self-assessment** from Lesson 6 as they reread "Making a Comeback" for homework, self-evaluate their fluency, reflect on their progress toward the fluency goal they set, and revise their goals as needed.	

Homework	Meeting Students' Needs
• Reread "Making a Comeback" aloud. • Choose one page to reread at least twice aloud in front of a mirror. • Then, reflect: – "How close am I to reaching the fluency goal I set? Explain." – "Do I need to set a new goal? If so, what new goal should I set?" • Write your reflections on the back of your fluency self-assessment and star your new goal, if you set one.	• If available, provide an audio recording of *Face to Face with Wolves* for struggling readers to read along with to hear models of and practice fluency skills. • Allow students who struggle with writing to dictate their reflections to someone at home to scribe for them or provide a handheld recording device for students to record their thinking into.

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 2: Lesson 9

Supporting Materials

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Text-Dependent Questions
"Making a Comeback"

Name:

Date:

Focus Question: After reading "Making a Comeback," what have you learned about some of the problems faced by wolves? What are some solutions to these problems?

Directions	Questions
1. Read the section, "Making a Comeback." Then use details from the text to answer the questions on the right.	What is the main idea of the section "Making a Comeback"? What key details from the text help you understand the main idea?
2. Examine the photographs and captions in this section. Then use details from the text to answer the question on the right.	After looking at the photographs and captions in this section, what questions do you have about wolves?
3. Reread **page 21**. Then use details from the text to answer the questions on the right.	What do you think *protection* means? What words in the text make you think so? What do you think *endangered* means? What words in the text make you think so?

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Text-Dependent Questions
"Making a Comeback"

	What would an animal be given protection from under the Endangered Species Act of 1973? Why would an animal need protection? The text says, "Since then, the wolf has made a remarkable recovery." What does the author mean by "remarkable recovery"? Why does the author believe this recovery is remarkable?
4. Reread **pages 22 and 23**. Then use details from the text to answer the questions on the right.	What do you think *opposed* means? What words in the text make you think so? The text says, "Local ranchers were opposed to the wolf reintroductions." Why might the ranchers not want wolves to be reintroduced to where they live?

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Text-Dependent Questions
"Making a Comeback"

	The Defenders of Wildlife created a fund that was a compromise. What do you think *compromise* means? What words in the text make you think so? What groups was it a compromise between? How did this fund help wolves? How did this fund help the farmers and ranchers?

5. With a partner, use facts and details from pages 20–25 to complete the graphic organizer below.

What are some problems faced by wolves? What are some solutions to these problems?

Problems	Solutions

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Writing Prompt

After reading "Making a Comeback," what have you learned about some of the problems faced by wolves? What are some solutions to these problems?

A quality response will:

- Clearly introduce the topic
- Develop the topic with facts, definitions, and details
- Use linking words and phrases
- End with a concluding statement

Be sure to check your paragraph for correct spelling, capitalization, and punctuation.

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Close Reading Guide

"Making a Comeback" For Teacher Reference

Name:

Date:

Focus Question: After reading "Making a Comeback," what have you learned about some of the problems faced by wolves? What are some solutions to these problems?

Directions	Questions	Close Reading Guide
1. Read the section, "Making a Comeback." Then use details from the text to answer the questions on the right.	What is the main idea of the section "Making a Comeback"?	Ask students what it means to find the main idea of a text. Listen for: *It means to find the gist or the main point the author is making or trying to teach in a text.* Read pages 21–25 aloud, stopping after each paragraph and asking students what that paragraph is mostly about. You may also have students read and think about the gist of certain paragraphs independently. Once you have finished reading aloud, invite students to think about what the entire section was mostly about. Listen for: *This section describes different problems wolves face and how we can help wolves.*
	What key details from the text help you understand the main idea?	Remind students that it is important to identify details from the text that support the main idea. Tell students that not only does this help a reader understand a text better, but it is also a way to check to make sure the main idea a reader has identified is correct. Model rereading page 21, looking for details that support the main idea. A detail you may highlight for students is in the first sentence is: "There were fewer than 1,000 gray and red wolves left in the lower 48 states."

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Close Reading Guide

"Making a Comeback" For Teacher Reference

		Direct students to look through pages 21–25 with a partner, looking for and recording details that support the main idea. After 5 minutes, cold call on students to share their responses. Listen for: *Local ranchers were opposed to wolf reintroductions; local ranchers threatened to shoot wolves to stop them from attacking their animals; people are allowed to hunt wolves in some states.*
2. Examine the photographs and captions in this section. Then use details from the text to answer the question on the right.	After looking at the photographs and captions in this section, what questions do you have about wolves?	Direct students to look through pages 20–25 again, this time examining the photographs and captions. Read aloud the question and ask students to think about and record questions they have about wolves. After several minutes, cold call on students to share their responses. Listen for questions like: *Can wolves live on ice floes? Why were wolves released or reintroduced into Yellowstone National Park? How can following wolf tracks help someone find a wolf pack?*
Complete Rows 1–2 only; the remaining questions will be completed in the next lesson.		
3. Reread **page 21**. Then use details from the text to answer the questions on the right.	What do you think *protection* means? What words in the text make you think so? What do you think *endangered* means? What words in the text make you think so?	Read aloud page 21. Direct students to point to the word *protection* on page 21. Read aloud the first question and ask students to turn and talk with a partner about the meaning of this word as well as the words in the text that helped them figure out the meaning. Listen for*: safety, not in danger* and: *"further decline," "remarkable recovery."* Repeat with the second question and the word *endangered*, listening for: *rare, in danger* and: *"protect," "further decline," "given protection."*

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Close Reading Guide

"Making a Comeback" For Teacher Reference

	What would an animal be given protection from under the Endangered Species Act of 1973? Why would an animal need protection? The text says, "Since then, the wolf has made a remarkable recovery." What does the author mean by "remarkable recovery"? Why does the author believe this recovery is remarkable?	Read aloud the third question and give students 2 or 3 minutes to write a response. Then cold call a few students to share their answers with the class and listen for: *from further decline; from dying out; from becoming extinct*. Remind students that they discussed what it means for an animal to become extinct earlier in the unit, and that when an animal becomes extinct it means there are no more of that species living. Explain that people were hunting wolves and that was part of the reason there were not many wolves left during the 1970s. When they were given protection under the Endangered Species Act of 1973, it made it illegal for people to hunt wolves in the United States. Focus students'' attention on the fifth and sixth questions and ask them to discuss their thinking with a partner. Then cold call a few students to share their answers with the class and listen for: *There are more wolves now than in the past*; and*: In about 40 years, their numbers have grown a lot.*
4. Reread **pages 22 and 23.** Then use details from the text to answer the question on the right.	What do you think *opposed* means? What words in the text make you think so? The text says, "Local ranchers were opposed to the wolf reintroductions." Why might the ranchers not want wolves to be reintroduced to where they live?	Ask students to whisper read page 22. Once they finish reading, focus them on the first question. Direct students to point to the word *opposed* on page 22. Ask students to turn and talk with a partner about the meaning of this word as well as the words in the text that helped them figure out the meaning. Listen for*: disagreed, did not want;* and: "*threatened to shoot them*." Tell students to record their answer to the first question, then read aloud the second question

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Close Reading Guide

"Making a Comeback" For Teacher Reference

		(clarify the meaning of the word "reintroductions" if needed). Then listen for students to share out: *They were worried the wolves would attack and kill their livestock.*
	The Defenders of Wildlife created a fund that was a compromise. What do you think *compromise* means? What words in the text make you think so?	If necessary, explain that ranchers make money by raising livestock Read aloud the third question and direct students to point to the word *compromise* on page 23. Ask students to turn and talk with a partner about the meaning of this word as well as the words in the text that helped them figure out the meaning. Listen for*: reaching an agreement;* and: "*worked out,*" "*pay farmers and ranchers.*"
	What groups was it a compromise between?	
	How did this fund help wolves?	If necessary, give examples of compromises students might have made in school or with their families such as letting a younger brother play with a toy for 5 minutes while you play a video game, and then switching so he can also have a turn.
	How did this fund help the farmers and ranchers?	With a partner, direct students to read and discuss the next three questions. After 3 or 4 minutes, cold call a few partnerships to share their answers with the whole class. For the first question, listen for: *the farmers; ranchers and wolves; advocates for wolves.* For the second question, listen for: *because the wolves were not killed by the ranchers.* For the third question, listen for: *because the farmers and ranchers received money if their livestock died because of wolves.*

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Close Reading Guide

"Making a Comeback" For Teacher Reference

5. With a partner, use facts and details from pages 20–25 to complete the graphic organizer below.

What are some problems faced by wolves? What are some solutions to these problems?

Problems	Solutions
they became endangered	they were given protection from hunters under the Endangered Species Act of 1973
local ranchers threatened to shoot wolves	Defenders of Wildlife created a fund to pay farmers and ranchers for livestock that wolves killed
some states allow people to hunt wolves	environmental groups want to change the law to not allow wolves to be hunted

Direct students to look back through the text with a partner to answer the focus question, recording their thinking on the chart.

Give students 4 or 5 minutes to reread pages 21–25 and find evidence in the text.

Then cold call a few students to share their answers whole class. See chart to the left for examples of possible responses.

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Writing Prompt
Answers For Teacher Reference

After reading "Making a Comeback," what have you learned about some of the problems faced by wolves? What are some solutions to these problems?

A quality response will:

- Clearly introduce the topic
- Develop the topic with facts, definitions, and details
- Use linking words and phrases
- End with a concluding statement

Be sure to check your paragraph for correct spelling, capitalization, and punctuation.

Wolves face several problems. One problem they used to face was ranchers and farmers wanting to shoot them. The ranchers wanted to do this to stop the wolves from attacking and killing their livestock. A group called the Defenders of Wildlife solved this problem. This group created a fund so the farmers and ranchers could be paid if wolves killed their livestock. Another problem wolves face is that some states allow people to hunt them. But some environmental groups want to change the law in these states so wolves cannot be hunted. People are the biggest problem wolves face.

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"Making a Comeback" Vocabulary Note-catcher

Name:

Date:

Learning target: I can find the meanings of unfamiliar words to help me better understand *Face to Face with Wolves*.

1. reintroduced (22)

"In 1995 and 1996, wild wolves from Canada were released, or **reintroduced**, in the northern Rocky Mountains of Yellowstone National Park and in Idaho."		
What does this word mean?	**What clues helped you determine the meaning?**	**What does this tell you about wolves?**

2. threatened (23)

"Local ranchers were opposed to the wolf reintroductions and **threatened** to shoot them to prevent them from attacking livestock."		
What does this word mean?	**What clues helped you determine the meaning?**	**What does this tell you about wolves?**

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"Making a Comeback" Vocabulary Note-catcher

3. **livestock (23)**

"Local ranchers were opposed to the wolf reintroductions and threatened to shoot them to prevent them from attacking **livestock**."		
What does this word mean?	**What clues helped you determine the meaning?**	**What does this tell you about wolves?**

4. **fund (23)**

"They established a **fund** to pay farmers and ranchers for livestock that the wolves killed."		
What does this word mean?	**What clues helped you determine the meaning?**	**What does this tell you about wolves?**

5. **decline (25)**

One reason is that wolves are often blamed for the **decline** in populations of elk and other animals hunted for sport, even though these **declines** may be also caused by natural events, like drought, or even human hunters.		
What does this word mean?	**What clues helped you determine the meaning?**	**What does this tell you about wolves?**

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"Making a Comeback" Vocabulary Note-catcher
Answers For Teacher Reference

Name:

Date:

Learning target: I can find the meanings of unfamiliar words to help me better understand *Face to Face with Wolves*.

1. reintroduced (22)

"In 1995 and 1996, wild wolves from Canada were released, or **reintroduced**, in the northern Rocky Mountains of Yellowstone National Park and in Idaho."		
What does this word mean?	**What clues helped you determine the meaning?**	**What does this tell you about wolves?**
released	**"wild wolves from Canada were released"**	**Wolves from Canada were released into parks in the United States.**

2. threatened (23)

"Local ranchers were opposed to the wolf reintroductions and **threatened** to shoot them to prevent them from attacking livestock."		
What does this word mean?	**What clues helped you determine the meaning?**	**What does this tell you about wolves?**
to make threats; to express the intent to harm	**Local ranchers were opposed to the reintroductions.** **"shoot them to prevent them from attacking livestock"**	**Ranchers who didn't like wolves being reintroduced near their land threatened to shoot them.**

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"Making a Comeback" Vocabulary Note-catcher
Answers For Teacher Reference

3. **livestock (23)**

"Local ranchers were opposed to the wolf reintroductions and threatened to shoot them to prevent them from attacking **livestock**."		
What does this word mean?	**What clues helped you determine the meaning?**	**What does this tell you about wolves?**
farm animals kept to be raised and sold	**"ranchers," "farmers," "animals"**	**Livestock are the animals that ranchers raise and sell, like cows or pigs.**

4. **fund (23)**

"They established a **fund** to pay farmers and ranchers for livestock that the wolves killed."		
What does this word mean?	**What clues helped you determine the meaning?**	**What does this tell you about wolves?**
money raised for a specific purpose	**"pay farmers and ranchers"**	**The Defenders of Wildlife group created a fund, or raised money, to give to the farmers and ranchers who had animals that were killed by wolves.**

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"Making a Comeback" Vocabulary Note-catcher
Answers For Teacher Reference

5. **decline (25)**

One reason is that wolves are often blamed for the **decline** in populations of elk and other animals hunted for sport, even though these **declines** may be also caused by natural events, like drought, or even human hunters.		
What does this word mean?	**What clues helped you determine the meaning?**	**What does this tell you about wolves?**
to lower or lessen	**"blamed," "hunted," "human hunters"**	**Elk and other animal groups' numbers are declining, or lowering, and some people think it is because wolves are killing them.**

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 2: Lesson 10

Reading Closely: “Making a Comeback”

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can answer questions using specific details from informational text. (RI.3.1) I can determine the meaning of unknown words in informational text. (RI.3.4) I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2) I can conduct a research project to become knowledgeable about a topic. (W.3.7) I can document what I learn about a topic by taking notes. (W.3.8) I can sort evidence into provided categories. (W.3.8)

Supporting Learning Targets	Ongoing Assessment
• I can identify specific facts and details about the appearance and behaviors of wolves from *Face to Face with Wolves*. • I can actively listen and share in discussions with my peers. • I can find the meanings of unfamiliar words to help me better understand *Face to Face with Wolves*. • I can plan an informative paragraph about wolves using details from *Face to Face with Wolves*.	• Answers to Text-Dependent Questions: "Making a Comeback" (continued from Lesson 9) • Paragraph Writing Accordion graphic organizer • Participation in adding to the Who Is the Wolf in Fact anchor chart

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Agenda	Teaching Notes
1. Opening A. Engaging the Reader and Unpacking Learning Targets (5 minutes) 2. Work Time A. Reading Closely: "Making a Comeback" (35 minutes) B. Independent Practice: Planning an Informational Paragraph (10 minutes) 3. Closing and Assessment A. Share and Debrief: Adding to the Who Is the Wolf in Fact Anchor Chart (10 minutes) 4. Homework A. Choose two italicized words from the Text-Dependent Questions: "Making a Comeback" and create Vocabulary cards for these words.	• In this lesson, students continue closely reading the last section, "Making a Comeback." • This close read sequence follows the same pattern as previous sequences. It is designed as three lessons; however, depending on the needs of your class, you may split this close reading into four lessons instead. • The end goal of Lessons 9–11 is for students to be able to answer the focus question posed in Lesson 9, "After reading 'Making a Comeback,' what have you learned about some of the problems faced by wolves? What are some solutions to these problems?" Students are given the opportunity to begin to do so in this lesson by planning their paragraphs. They will write paragraphs answering this question in Lesson 11. • A completed Who Is the Wolf in Fact anchor chart was included in the supporting materials of Lesson 2 for teacher reference. This should be referred to throughout the unit as a guide for information to include on the anchor chart. • In advance: – Review: Back-to-Back, Face-to-Face protocol. – Post: Learning targets; Close Readers Do These Things anchor chart; Informational Text anchor chart; Paragraph Writing Accordion anchor chart; Who Is the Wolf in Fact anchor chart.

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Lesson Vocabulary	Materials
problem, solutions, protection (21), endangered, opposed (23), compromise	• *Face to Face with Wolves* (book; one per student and one to display) • Text-Dependent Questions: "Making a Comeback" (from Lesson 9; one per student and one to display) • Close Readers Do These Things anchor chart (begun in Module 1, Unit 1, Lesson 2) • Close Reading Guide: "Making a Comeback" (from Lesson 9; for teacher reference) • Informational Text anchor chart (begun in Lesson 1) • Paragraph Writing Accordion anchor chart (begun in Module 2A, Unit 1, Lesson 10) • Paragraph Writing Accordion graphic organizer (from Lesson 4; one new blank copy per student and one to display) • Paragraph Writing Accordion graphic organizer: "Making a Comeback" (answers, for teacher reference) • Who Is the Wolf in Fact anchor chart (begun in Lesson 2) • Index cards (two per student)

Opening	Meeting Students' Needs

A. Engaging the Reader and Unpacking Learning Targets (5 minutes)
• Ask students to take out their fluency self-assessments with reflections recorded on the back from homework.
• Remind students they were to self-assess fluency, reflect on individual progress, then refine or revise their fluency goal.
• Ask students to turn to a nearby partner with whom they have not worked recently to share fluency reflections and refined or revised goals.
• After 1 or 2 minutes, invite several students to share their thinking whole group.
• Focus students' attention on the posted learning targets and ask them to chorally read each one aloud:
  * "I can identify specific facts and details about the appearance and behaviors of wolves from *Face to Face with Wolves*."
  * "I can actively listen and share in discussions with my peers."
  * "I can find the meanings of unfamiliar words to help me better understand *Face to Face with Wolves*."
  * "I can plan an informative paragraph about wolves using details from *Face to Face with Wolves*."
• Explain to students that they will reread the section started in Lesson 9 more closely. Clarify any misconceptions students may have about key terms or the targets as necessary.
	• Discussing and clarifying the language of learning targets helps build academic vocabulary.

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Work Time	Meeting Students' Needs

A. Reading Closely: "Making a Comeback" (35 minutes)
• Remind students that they have been closely reading the last section of ***Face to Face with Wolves***, "Making a Comeback."
• Invite students to take out their copy of the book and the **Text-Dependent Questions: "Making a Comeback."**
• Remind students that they are discussing questions about the text and using this sheet to record their thinking.
• Cold call a student to read the focus question at the top of the sheet:
  * "After reading 'Making a Comeback,' what have you learned about some of the problems faced by wolves? What are some solutions to these problems?"
• Remind students that they should keep this question in mind while reading this section.
• Direct students' attention to the posted **Close Readers Do These Things anchor chart** and review if necessary.
• Tell students that the text they will read is challenging and may have unfamiliar words. Reassure them that just like when they read folktales in Unit 1, they are not expected to understand it fully the first time. Remind them that one key to being a strong reader of difficult text is being willing to not give up easily, and that they can do this by rereading and persevering through difficult parts of the text.
• Display and invite students to turn to page 21 in *Face to Face with Wolves*.
• Review by asking:
  * "What is the main idea of this section?"
• Listen for students to say something similar to: "This section describes different problems wolves face and how we can help wolves."
• Remind students that close readers reread the texts they are analyzing paragraph-by-paragraph and sentence-by-sentence. Explain to students that they will now continue to reread this section closely and answer questions that will help them to better understand the text and gather evidence to answer the focus question.
• Tell students they will be doing this by rereading paragraphs, sometimes on their own and sometimes with a partner, and discussing the text as they read. Starting with Row 4 of the **Close Reading Guide: "Making a Comeback,"** guide students through rereading the text, inviting them to Think-Pair-Share and discuss the prompts as necessary. Be sure to lead the class through the activities in the Close Reading Guide by following the teaching notes in the right-hand column. Discuss and monitor student responses to each question, and model strategies for navigating complex sections of the text as needed.	

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Work Time (continued)	Meeting Students' Needs

B. Independent Practice: Planning an Informational Paragraph (10 minutes)
• Explain to students that they will now synthesize what they have learned about wolves and plan an informational paragraph responding to the focus question for this section:
  * "After reading 'Making a Comeback,' what have you learned about some of the problems faced by wolves? What are some solutions to these problems?"
• Remind students that great writers do not just start writing. Great writers make sure they have good information about their topic first. Ask:
  * "What will be the topic of our paragraph?"
• Listen for students referring back to the focus question saying something like: "We will be explaining problems wolves face or have and ways we can help solve these problems."
• Remind students that in doing the close reading of this section, they gathered information about wolves and that now they need to plan and organize that information before they start writing. Ask students to look through the work they have done on this section and determine where they will be most likely to find information that can be used in the paragraph. Be sure students realize that the chart they completed at the end of the text-dependent questions offers many facts and details to choose from when writing.
• Remind students that the paragraphs they will be writing are informational paragraphs.
• Direct students' attention to the posted **Informational Text anchor chart** and review the characteristics of informational texts.
• Ask:
  * "What features should our paragraphs have if they are informational paragraphs?"
• Listen for responses like:
  – "They should have a clear main idea and details that support the main idea."
  – "The topic should be developed with facts, definitions, and details from what we have read about wolves."
  – "They 'wrap up' with a concluding statement."
• Redirect students' attention to the posted **Paragraph Writing Accordion anchor chart**.
• Distribute a new blank **Paragraph Writing Accordion graphic organizer** to each student.
• Invite students to work on their own to choose information and complete the graphic organizer.	

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Work Time (continued)	Meeting Students' Needs
• Circulate and support students as they work. You may wish to pull a small group of students who struggled with this task in Lesson 7. If necessary, use the **Paragraph Writing Accordion graphic organizer: "Making a Comeback" (answers, for teacher reference)** to model filling in the Topic box (being sure to restate the focus question), as well as the Detail, Explanation, and Conclusion boxes. • After about 8 minutes, refocus whole group. Cold call students to share their responses whole class. See teacher reference materials for possible responses. • Explain to students that in the next lesson, they will use this graphic organizer to write an informational paragraph.	

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Closing and Assessment	Meeting Students' Needs
A. Share and Debrief: Adding to the Who Is the Wolf in Fact Anchor Chart (10 minutes) • Bring students' attention to the **Who Is the Wolf in Fact anchor chart**. • Tell students that, just as they did in other lessons in this unit, they will be adding facts and descriptions of wolves on this anchor chart that they can include in the stories they will write in Unit 3. • Next, ask students to discuss with a neighbor how they would describe the wolf in fact so far. Remind students to share what evidence from the text makes them think so. If necessary, review that evidence from the text means details or facts from what they have read. • After 1 or 2 minutes, invite a few students to share their thinking aloud. Listen for: – "Wolves live in the Northern Rocky Mountains of Yellowstone National Park and in Idaho." – "Wolves are adapted to many environments, including prairie, woods, desert, and arctic regions," and other ideas. • Record students' thinking in the appropriate sections on the Who Is the Wolf in Fact anchor chart (see completed anchor chart in Lesson 2 supporting materials for additional details to add to the chart), modeling how to record the page number from the book. Remind students that they will continue to revisit this chart as they read more of this text, which will support their ability to answer the guiding questions and work they will do later in the module. • Distribute **index cards** to students. • Explain to students that for homework, they should choose two italicized words from the Text-Dependent Questions: "Making a Comeback" from *Face to Face with Wolves* and create Vocabulary cards for these words.	

Homework	Meeting Students' Needs
• Choose two italicized words from the Text-Dependent Questions: "Making a Comeback" and create Vocabulary cards for these words.	

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Grade 3: Module 3B: Unit 2: Lesson 10
Supporting Materials

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Paragraph Writing Accordion Graphic Organizer: "Making a Comeback"

Answers For Teacher Reference

Name:

Date:

Topic:
Wolves face several problems.

Detail:
Farmers and ranchers want to shoot them.

Explain:

- **They want to stop wolves from attacking or killing their animals.**
- **Defenders of Wildlife solved this problem.**
- **They created a fund so farmers and ranchers would be paid if wolves killed their animals.**

Detail:
People hunt wolves.

Explain:

- **Some states allow people to hunt them.**
- **Some environmental groups want to change the law so wolves can't be hunted.**

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Paragraph Writing Accordion Graphic Organizer: "Making a Comeback"

Answers For Teacher Reference

Conclusion:

People are the biggest problem wolves face.

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 2: Lesson 11

Writing about Real Wolves: Drafting an Informative Paragraph

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2) I can write an informative/explanatory text that has a clear topic. (W.3.2a) I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations. (W.3.2a) I can develop the topic with facts, definitions, and details. (W.3.2b) I can write for a variety of reasons. (W.3.10) I can use conventions to send a clear message to my reader. (L.3.2)	
Supporting Learning Targets	**Ongoing Assessment**
• I can write an informative paragraph about wolves using details from *Face to Face with Wolves*. • I can group supporting facts about a topic together in an informative paragraph. • I can develop my topic with relevant facts, definitions, and details from my research in an informative paragraph.	• Informative paragraph draft

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Agenda	Teaching Notes
1. Opening A. Unpacking Learning Targets (2 minutes) 2. Work Time A. Partner Practice: Drafting a Focus Statement (8 minutes) B. Guided Practice: Grouping Supporting Facts (15 minutes) C. Independent Practice: Drafting an Informational Paragraph (25 minutes) 3. Closing and Assessment A. Share (10 minutes) 4. Homework A. Revise your paragraph based on your revision notes and for capitalization, punctuation, and spelling.	• As in Lesson 8, in this lesson, students complete the process of reading and writing to build knowledge for the final section from *Face to Face with Wolves*, "Making a Comeback." Students closely read this section with teacher guidance in Lessons 9 and 10. In this lesson, students write an informational paragraph showing understanding by responding to the focus question, "After reading 'Making a Comeback,' what have you learned about some of the problems faced by wolves? What are some solutions to these problems?" • In the Closing of this lesson, students use Praise-Question-Suggest protocol to exchange feedback with a partner on their paragraphs. Assign partnerships before the lesson. You may choose to partner students of similar ability level; if choosing to group students in this way, consider meeting with a small group during Work Time C to provide extra support. Alternatively, you may choose to use heterogeneous groupings to provide students working below grade level with support from a peer while writing. • In advance: – Assign critique partners. – Review: Praise-Question-Suggest protocol (see Appendix). – Post: Learning targets; Informational Text anchor chart.

Lesson Vocabulary	Materials
facts, details	• Informational Text anchor chart (begun in Lesson 1) • Text-Dependent Questions: "Making a Comeback" (from Lesson 9; one per student and one to display) • Paragraph Writing Accordion graphic organizer (from Lesson 10; one per student and one to display) • Paragraph Writing Accordion graphic organizer (answers, for teacher reference; from Lesson 10) • Example focus statements: "Making a Comeback (for teacher reference) • *Face to Face with Wolves* (book; one per student and one to display) • Model Paragraph Writing Accordion graphic organizer (one to display) • Vocabulary cards (begun in Unit 1, Lesson 2) • Example informational paragraph (for teacher reference)

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Opening	Meeting Students' Needs
A. Unpacking Learning Targets (2 minutes) • Direct students' attention to the posted learning targets and read each one aloud: * "I can write an informative paragraph about wolves using details from *Face to Face with Wolves*." * "I can group supporting facts about a topic together in an informative paragraph." * "I can develop my topic with relevant facts, definitions, and details from my research in an informative paragraph." • Give students a few moments to think about these targets. • Ask: * "Based on these targets, what will you be working on today?" • Cold call on students to share out whole group. • Tell students that today they will use the planning that they did in Lesson 10 to write another informational paragraph about wolves.	• Discussing and clarifying the language of learning targets helps build academic vocabulary.

Work Time	Meeting Students' Needs
A. Partner Practice: Drafting a Focus Statement (8 minutes) • Remind students that the paragraph they will be writing is an informational paragraph. • Display the **Informational Text anchor chart** and review as necessary. Ask: * "What features should our paragraphs have if they are informational paragraphs?" • Listen for responses like: – "They should have a clear main idea and details that support the main idea." – "The topic should be developed with facts, definitions, and details from what we have read about wolves." – "They 'wrap up' with a concluding statement." • Remind students that strong informational paragraphs always start with a focus statement. Ask: * "What is a focus statement?" • Listen for responses like: "A focus statement answers the focus question and tells the topic of the paragraph."	

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Work Time (continued)	Meeting Students' Needs

• Invite students to take out their **Text-Dependent Questions: "Making a Comeback"** and display a copy so all students can see.
• Point out the focus question at the top of the first page and cold call a student to read it aloud:
  * "After reading 'Making a Comeback,' what have you learned about some of the problems faced by wolves? What are some solutions to these problems?"
• Invite students to take out their **Paragraph Writing Accordion graphic organizer** (from Lesson 10) and display **Paragraph Writing Accordion graphic organizer (answers, for teacher reference; from Lesson 10)**.
• Point out that they identified the topic for their paragraphs when planning in Lesson 10.
• Ask:
  * "What is the topic of our paragraph?"
• Listen for responses like: "We will be explaining the problems wolves have and describing possible solutions to their problems.
• Invite students to work with a partner to brainstorm at least two different focus statements they could write for this paragraph. (See **example focus statements: "Making a Comeback"** in supporting materials.)
• Tell students to write their statements in the Topic box on their Paragraph Writing Accordion graphic organizers.
• After 6 minutes, bring students back together whole group. Cold call partnerships to share focus statements with the whole class.	

B. Guided Practice: Grouping Supporting Facts (15 minutes) • Direct students' attention once again to the Informational Text anchor chart and remind them that informational pieces develop the topic with *facts*, definitions, and *details* from the author's research. Explain to students that authors group together facts that support an idea within a paragraph. • Invite students to open to page 25 of ***Face to Face with Wolves***. • Direct students' attention to the first full paragraph (beginning with "In Alaska, where wolves were never endangered ..."). Explain to students that they are going to examine this paragraph as writers, paying attention to how the author grouped together supporting facts. • Explain to students that you are will read this paragraph aloud twice, and that the first time they should think about the topic of this paragraph.	

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Work Time (continued)	Meeting Students' Needs

• Read the paragraph aloud. Ask:
  * "What is the topic of this paragraph?"
• Listen for responses like: "The topic is the problem of people hunting wolves."
• Tell students that you will read the paragraph a second time, and this time they should think about the facts the author uses to support the topic.
• Read the paragraph aloud a second time. Ask:
  * "What facts did the author include that support the topic?"
• Listen for students sharing facts from the text like: "new laws in Montana and Idaho allow hunters to kill hundreds of wolves" and "wolves are often blamed for the decline in populations of elk and other animals hunted for sport."
• Point out that the author only included facts related to the topic—the problem with people hunting wolves. Explain that it would be confusing for the reader if the author included facts not related to that topic, like scientists studying wolves (or another example fact from this section).
• Explain to students that they already thought about facts to include in their paragraphs when they planned their writing in Lesson 10.
• Display the **Model Paragraph Writing Accordion graphic organizer**.
• Model revising this graphic organizer for grouping supporting facts. Be sure to model:
  – Looking at each detail and corresponding Explain box and checking that the notes in the Explain box support the notes in the Detail box
  – Revising the notes in the Explain box so they support the Detail box
  – Looking back in *Face to Face With Wolves* to confirm facts and details
• Invite students to reread their Paragraph Writing Accordion graphic organizers and revise to ensure that they have grouped supporting facts.
• Circulate and support students while they work, prompting if necessary by asking questions like: "How does that fact support your topic?"	

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Work Time (continued)	Meeting Students' Needs

C. Independent Practice: Drafting an Informational Paragraph (25 minutes)
• Display and invite students to turn to the writing prompt in the text-dependent questions: "Making a Comeback."
• Read the prompt aloud to students:
  * "After reading "Making a Comeback," what have you learned about some of the problems faced by wolves? What are some solutions to these problems?
  A quality response will:
  • Clearly introduce the topic
  • Develop the topic with facts, definitions, and details
  • Use linking words and phrases
  • End with a concluding statement"
• Ask students to make sure they have the following on their desks:
  – *Face to Face with Wolves*
  – Paragraph Writing Accordion graphic organizer (from Lesson 10)
  – Text-Dependent Questions: "Making a Comeback"
  – **Vocabulary cards**
• Explain to students that they will now use their Paragraph Writing Accordion graphic organizers to write a draft of their paragraphs.
• Have students practice using the notes on the Paragraph Writing Accordion graphic organizer orally as a rehearsal for writing. To do this, students turn to a partner and explain, in complete sentences, the first detail on the organizer. Students should "talk as if they are writing," and keep trying until their sentences are clear and smooth.
• Circulate to support and model how to use the notes on the organizer to construct and express a complete thought.
• Explain to students that they will now have a chance to write their own paragraphs.
• Direct students to write their drafts on the lines in their Text-Dependent Questions: "Making a Comeback." Remind them that since it is a first draft, it does not have to be perfect.
• Students should reference the criteria in the writing prompt and be encouraged to refer frequently to the Informational Text anchor chart and Paragraph Writing Accordion graphic organizer when drafting.
	• During independent work, the teacher can support ELLs or students with special needs as necessary. Just be sure to let all students struggle with the task, as successful completion after considerable effort builds both stamina and confidence.
	• Consider having students who are struggling continue orally practicing a detail and then write it down as they write their drafts.

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Work Time (continued)	Meeting Students' Needs
• Give students 20 minutes to write their paragraphs. • Circulate and support students as needed. Be sure to confer with students you observed struggling with planning in Lesson 10 and with writing the paragraphs in Lesson 8. Help them focus on getting their ideas down on paper as opposed to worrying about spelling or grammar on this first draft. Reference the **example informational paragraph** as needed.	

Closing and Assessment	Meeting Students' Needs
A. Share (10 minutes) • Ask students to bring their drafts of their paragraphs and sit facing their predetermined critique partners. • Review Praise-Question-Suggest protocol with students. • Ask students to decide who will present first and who will critique. Explain that they will just give each other oral feedback based on the criteria list in the writing prompt and what they know about grouping supporting facts. • The presenter has 4 minutes to read his or her draft and receive feedback from his or her partner. • Then students switch roles and repeat the process. • After both students have received feedback, direct students to write a revision note at the top of their draft based on the feedback they received from their partners. • Explain to students that for homework, they should revise their paragraphs based on the revision note they just made.	

Homework	Meeting Students' Needs
• Revise and edit your paragraph based on your revision notes and for capitalization, punctuation, and spelling.	

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Grade 3: Module 3B: Unit 2: Lesson 11

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Example Focus Statements: "Making a Comeback"

For Teacher Reference

There are many problems that wolves face.

The biggest problem wolves face is people.

Wolves face many problems.

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Model Paragraph Writing Accordion Graphic Organizer

Name:

Date:

Topic:
Wolves face several problems.

Detail:
Farmers and ranchers want to shoot them.

Explain:
- **They want to stop wolves from attacking or killing their animals.**
- **Defenders of Wildlife solved this problem.**
- **They created a fund so farmers and ranchers would be paid if wolves killed their animals.**
- **Some states allow people to hunt wolves.**

Detail:
People hunt wolves.

Explain:
- **Some environmental groups want to change the law so wolves can't be hunted.**
- **There are at least 150,000 wolves in 57 different countries.**

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Model Paragraph Writing Accordion Graphic Organizer

Conclusion:

People are the biggest problem wolves face.

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Example Informational Paragraph

For Teacher Reference

Writing Prompt:

After reading "Making a Comeback," what have you learned about some of the problems faced by wolves? What are some solutions to these problems?

A quality response will:

- Clearly introduce the topic
- Develop the topic with facts, definitions, and details
- Use linking words and phrases
- End with a concluding statement

Be sure to check your paragraph for correct spelling, capitalization, and punctuation.

Wolves face several problems. One problem they used to face was ranchers and farmers wanting to shoot them. The ranchers wanted to do this to stop the wolves from attacking and killing their livestock. A group called the Defenders of Wildlife solved this problem. This group created a fund so the farmers and ranchers could be paid if wolves killed their livestock. Another problem wolves face is that some states allow people to hunt them. But some environmental groups want to change the law in these states so wolves cannot be hunted. People are the biggest problem wolves face.

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 2: Lesson 12

End of Unit 2 Assessment: Reading and Answering Questions about *Face to Face with Wolves*

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End of Unit 2 Assessment:
Reading and Answering Questions about *Face to Face with Wolves*

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can determine the main idea of an informational text. (RI.3.2) I can retell key ideas from an informational text. (RI.3.2) I can determine the meaning of unknown words in informational text. (RI.3.4) I can distinguish between my point of view and the author's point of view. (RI.3.6) I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2) I can write for a variety of reasons. (W.3.10)

Supporting Learning Targets	Ongoing Assessment
• I can determine the main idea of "How YOU Can Help." • I can identify specific facts and details about the appearance and behaviors of wolves from *Face to Face with Wolves*. • I can find the meanings of unfamiliar words to help me better understand *Face to Face with Wolves*. • I can identify the author's point of view about wolves. • I can write an informative paragraph about wolves using details from *Face to Face with Wolves*.	• Informational Paragraph • End of Unit 2 Assessment: Reading and Answering Questions about *Face to Face with Wolves* • Tracking My Progress: End of Unit 2 recording form

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End of Unit 2 Assessment:
Reading and Answering Questions about *Face to Face with Wolves*

Agenda	Teaching Notes
1. Opening A. Engaging the Reader: Sharing Homework (8 minutes) B. Unpacking Learning Targets (5 minutes) 2. Work Time A. End of Unit 2 Assessment: Reading and Answering Questions about *Face to Face with Wolves* (42 minutes) 3. Closing and Assessment A. Tracking My Progress (5 minutes) 4. Homework A. Reread pages 26-29; self-assess fluency; reflect and refine goals.	• In this lesson, students take the End of Unit 2 Assessment. Students apply what they have learned about reading and writing informational texts by responding to short answer and text-dependent questions about *Face to Face with Wolves*. • Some students may require additional time to complete this assessment independently. Make provisions for those students accordingly. • Some students may benefit from having someone read the questions aloud to them. Again, make provisions for those students accordingly. • In advance: – Review: Milling to Music in Checking for Understanding techniques (see Appendix). – Post: Learning targets; Close Readers Do These Things anchor chart.

Lesson Vocabulary	Materials
	• Close Readers Do These Things anchor chart (begun in Module 1, Unit 1, Lesson 2) • End of Unit 2 Assessment: Reading and Answering Questions about *Face to Face with Wolves* (one per student) • *Face to Face with Wolves* (book; one per student) • End of Unit 2 Assessment: Reading and Answering Questions about *Face to Face with Wolves* (answers, for teacher reference) • Tracking My Progress: End of Unit 2 recording form (one per student)

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Opening	Meeting Students' Needs
A. Engaging the Reader: Sharing Homework (8 minutes) • Ask students to take out the informational paragraphs they wrote in Lesson 11 and revised for homework. • Explain to students that they will be sharing their paragraphs with a partner. • Review directions for Milling to Music if needed. • Tell students to quickly mill to find a partner they have not worked with recently. Once students are partnered, ask them to share one revision they made for homework with one another. • After 1 or 2 minutes, invite a few students to share their ideas whole group. • Tell students to quickly mill to find a new partner. Once students are partnered, ask them to share another revision they made for homework with one another. • When students have finished sharing, invite them to return to their seats.	

B. Unpacking Learning Targets (5 minutes)
• Direct students' attention to the posted learning targets. Invite them to read them aloud with you:
  * "I can determine the main idea of 'How YOU Can Help.'"
  * "I can identify specific facts and details about the appearance and behaviors of wolves from *Face to Face with Wolves*."
  * "I can find the meanings of unfamiliar words to help me better understand *Face to Face with Wolves*."
  * "I can identify the author's point of view about wolves."
  * "I can write an informative paragraph about wolves using details from *Face to Face with Wolves*."
• Tell students that today they are going to "show what they know" about reading closely. They will read another section from *Face to Face with Wolves* and answer questions about what they have read.
• Direct students' attention to the posted **Close Readers Do These Things anchor chart** and ask:
  * "What have we been learning about how to read closely?"
  * "What specifically have we been learning about how to read informational text to build expertise on a topic?"
• Listen for students to offer comments similar to the learning targets. Probe as needed, emphasizing the importance of rereading, determining the gist, identifying specific facts and details in the text to support answers, and looking back in the text to determine the meaning of unfamiliar words.
• Tell students that these are exactly the skills that they will get to demonstrate on their End of Unit 2 Assessments.
	• Discussing and clarifying the language of learning targets helps build academic vocabulary.

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Work Time	Meeting Students' Needs
A. End of Unit 2 Assessment: Reading and Answering Questions about *Face to Face with Wolves* (42 minutes) • Distribute the **End of Unit 2 Assessment: Reading and Answering Questions about *Face to Face with Wolves***. • While you are doing this, ask students to take out their copies of ***Face to Face with Wolves***. • Read the directions for the assessment aloud and remind students that they should refer back to the text when they answer the questions. • Invite students to begin. • While students take the assessment, circulate to monitor their test-taking skills. Throughout the assessment, let students know how much time they have left and encourage them to continue working. This is an opportunity to analyze students' behavior while taking an assessment. Document strategies students use during the assessment. For example, look for students to be annotating their texts, using graphic organizers to take notes before answering questions, and referring to the text as they answer questions. • Collect students' assessments.	• If students receive accommodations for assessments, communicate with the cooperating service providers about the practices of instruction in use during this study as well as the goals of the assessment. • For some students, this assessment might require more than the 42 minutes allotted. Consider providing students time over multiple days if necessary.

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Closing and Assessment	Meeting Students' Needs
A. Tracking My Progress (5 minutes) • Distribute the **Tracking My Progress: End of Unit 2 recording form**. • Explain that this is a chance for students to think about how well they are doing meeting five of the learning targets they have been working on. • Read through the tracker and provide clarification as necessary for students. • Have students independently complete their trackers and collect when finished.	

Homework	Meeting Students' Needs
• Reread pages 26-29 of *Face to Face With Wolves* aloud. • Choose one page to reread at least twice aloud in front of a mirror. • Then, reflect: – "How close am I to reaching the fluency goal I set? Explain." – "Do I need to set a new goal? If so, what new goal should I set?" • Write your reflections on the back of your fluency self-assessment and star your new goal, if you set one.	• Provide audio recordings of independent texts, as available, for struggling readers.

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 2: Lesson 12

Supporting Materials

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End of Unit 2 Assessment

Reading and Answering Questions about *Face to Face with Wolves*

Name:

Date:

Long-Term Learning Targets Assessed:

I can determine the main idea of an informational text. (RI.3.2)
I can retell key ideas from an informational text. (RI.3.2)
I can determine the meaning of unknown words in informational text. (RI.3.4)
I can distinguish between my point of view and the author's point of view. (RI.3.6)
I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2)
I can write for a variety of reasons. (W.3.10)

Directions:

1. Read pages 26–29 of *Face to Face With Wolves* for gist.
2. Answer the questions that follow.
3. Use evidence from the text to support your answers.

1. Complete the graphic organizer below.

Main idea of "How YOU Can Help" (p. 26):

2. According to *Face to Face with Wolves*, what is one way people can help protect wolves?

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End of Unit 2 Assessment

Reading and Answering Questions about *Face to Face with Wolves*

Key details from the text that help me understand the main idea:

1.

2.

3.

3. What is the meaning of the word *revered* as it is used in the following line from the text?:

"Many Native American tribes respected and **revered** wolves." (p. 26)

A. honored
B. liked
C. hated
D. hunted

4. What details from the text and/or photographs support your answer to Question 3?

5. What is Jim Brandenburg's opinion about wolves?

A. He believes wolves are dangerous to humans.
B. He respects and honors wolves.
C. He blames wolves for the decline in deer and other animal herds.
D. He opposes laws that protect wolves.

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End of Unit 2 Assessment

Reading and Answering Questions about *Face to Face with Wolves*

6. What details from the text and or/photographs support your answer to Question 5?

7. Writing Prompt:

After reading *Face to Face With Wolves*, do you think it is important for people to work to protect wolves? Use facts and details from the text to support your thinking.

First, use the graphic organizer below to plan your writing.

Topic:

Detail:

Explain:

Detail:

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End of Unit 2 Assessment

Reading and Answering Questions about *Face to Face with Wolves*

Explain:

Conclusion:

Now, use the graphic organizer you just completed to write an informative paragraph responding to the prompt.

A quality response will:

- Clearly introduce the topic
- Develop the topic with facts, definitions, and details
- Use linking words and phrases
- End with a concluding statement

Be sure to check your paragraph for correct spelling, capitalization, and punctuation.

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End of Unit 2 Assessment

Reading and Answering Questions about *Face to Face with Wolves*

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End of Unit 2 Assessment:
Reading and Answering Questions about *Face to Face with Wolves*
Answers For Teacher Reference

Long-Term Learning Targets Assessed:
I can determine the main idea of an informational text. (RI.3.2)
I can retell key ideas from an informational text. (RI.3.2)
I can determine the meaning of unknown words in informational text. (RI.3.4)
I can distinguish between my point of view and the author's point of view. (RI.3.6)
I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2)
I can write for a variety of reasons. (W.3.10)

Directions:
1. Read pages 26–29 of *Face to Face With Wolves* for gist.
2. Answer the questions that follow.
3. Use evidence from the text to support your answers.

1. Complete the graphic organizer below.

Main idea of "How YOU Can Help" (p. 26): The main idea of this page is people and wolves have had many problems, but people can help wolves
Key details from the text that help me understand the main idea: 1. People in North America have had different opinions about wolves. 2. Some states allow people to hunt of wolves. 3. Tell people in charge that you like wolves and that they should be protected.

2. According to *Face to Face With Wolves*, what is one way people can help protect wolves?
People can help protect wolves by (any one of the following) educating others about the role wolves play in the ecosystem, learning about organizations that protect wild wolves, "adopting" a wolf, or writing to a representative in Congress about the importance of wolves and why they should be protected.

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End of Unit 2 Assessment:
Reading and Answering Questions about *Face to Face with Wolves*
Answers For Teacher Reference

3. What is the meaning of the word *revered* as it is used in the following line from the text?:

"Many Native American tribes respected and **revered** wolves." (p. 26)

A. honored
B. liked
C. hated
D. hunted

4. What details from the text and/or photographs support your answer to Question 3?
"Many Native American tribes respected wolves"

5. What is Jim Brandenburg's opinion about wolves?

A. He believes wolves are dangerous to humans.
B. He respects and honors wolves.
C. He blames wolves for the decline in deer and other animal herds.
D. He opposes laws that protect wolves.

6. What details from the text and or/photographs support your answer to Question 5?
On pages 5 and 6, he said wolves were his favorite animal. On page 25, he says he hopes people who don't like wolves will change their attitudes and he can hear wolves howl again. On page 26, he gives suggestions about how people can help wolves.

7. Writing Prompt: After reading *Face to Face With Wolves*, do you think it is important for people to work to protect wolves? Use facts and details from the text to support your thinking.
First, use the graphic organizer below to plan your writing.

Topic:
It is important for people to protect wolves.

Detail:
Wolves help other animals stay healthy.

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End of Unit 2 Assessment:
Reading and Answering Questions about *Face to Face with Wolves*
Answers For Teacher Reference

Explain:

- **They prey on weak animals.**
- **The strong animals survive and reproduce.**
- **Wolves help other animal populations from getting too big.**
- **If there are too many animals in a herd, they can get sick or go hungry.**

Detail:
They are being unfairly hunted.

Explain:

- **People hunt them from airplanes.**
- **People think wolves are killing elk and other animals, so they want to kill wolves so they stop doing this.**
- **No one knows for sure, though, if wolves are killing these animals.**

Conclusion:

Wolves should be protected because they keep other animals healthy and they are being unfairly hunted.

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End of Unit 2 Assessment:

Reading and Answering Questions about *Face to Face with Wolves*

Answers For Teacher Reference

Now, use the graphic organizer you just completed to write an informative paragraph responding to the prompt.

A quality response will:

- Clearly introduce the topic
- Develop the topic with facts, definitions, and details
- Use linking words and phrases
- End with a concluding statement

Be sure to check your paragraph for correct spelling, capitalization, and punctuation.

Wolves were once hunted almost to extinction, but now they are making a comeback. I think it is important for people to work to protect wolves. One reason to protect wolves is because they help other animals stay healthy. Since they prey on animals that are weak, the strong, healthy animals are the ones who survive and reproduce. Wolves also help keep other animal populations from getting too big. If these other animal populations got too big, they would suffer from hunger or sicknesses. Another reason to protect wolves is because they are being unfairly killed in Alaska. People hunt them from airplanes because hunters think wolves kill elk and other animals. But no one knows for sure if the wolves killed these animals or if they died from other reasons. It is not fair to kill the wolves because of this. Wolves should be protected because they help keep other animals healthy and because they are unfairly hunted.

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Tracking My Progress: End of Unit 2 Recording Form

Name:

Date:

Learning Target: I can determine the main idea of "How YOU Can Help."

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this

I understand some of this

I am on my way!

3.The evidence to support my self-assessment is:

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Tracking My Progress: End of Unit 2 Recording Form

Name:

Date:

Learning Target: I can find the meanings of unfamiliar words to help me better understand *Face to Face with Wolves*.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this

I understand some of this

I am on my way!

3.The evidence to support my self-assessment is:

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Tracking My Progress: End of Unit 2 Recording Form

Name:

Date:

Learning Target: I can identify specific facts and details about the appearance and behaviors of wolves from *Face to Face with Wolves*.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this

I understand some of this

I am on my way!

3.The evidence to support my self-assessment is:

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Tracking My Progress: End of Unit 2 Recording Form

Name:

Date:

Learning Target: I can identify the author's point of view about wolves.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this

I understand some of this

I am on my way!

3.The evidence to support my self-assessment is:

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Tracking My Progress: End of Unit 2 Recording Form

Name:

Date:

Learning Target: I can write an informative paragraph about wolves using details from *Face to Face with Wolves*.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this

I understand some of this

I am on my way!

3.The evidence to support my self-assessment is:

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 3:
Overview

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Unit 3: Writing Narratives: Using Factual Details to Write a Narrative about a Problem Faced by Real Wolves

In this unit, students write and illustrate a narrative about a problem faced by real wolves, based on problems they identified in Unit 2 in the informational text *Face to Face with Wolves*. Students choose a real problem to write their story about and create a character profile for their main character using the facts and details collected in Unit 2 about the appearance, behaviors, and traits of real wolves. Students then revisit *Lon Po Po* with a writer's eye to examine the structure of the story; they also analyze the illustrations to identify criteria of strong story illustrations in preparation for writing and illustrating their own narratives. Then, through a series of focused writing lessons, students plan a narrative with a sequence of events, dialogue between characters, and a sense of closure. In the mid-unit assessment students revise their plans based on teacher feedback; they submit a completed draft of their narratives for the end of unit assessment. For the performance task, students revise their narratives based on teacher feedback and their learning about adjectives, adverbs, and different types of sentences, as well as draw illustrations for their narratives.

Guiding Questions and Big Ideas
• **Authors use what they know to develop fictional characters.**
• **Authors develop characters using vivid descriptions to help the reader imagine characters and bring them to life.**
• *Who is the wolf in fiction?*
• *Who is the wolf in fact?*
• *How do authors create fictional characters?*

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Mid-Unit 3 Assessment	**Revising Wolf Narrative Plans** This assessment centers on NYSP12 ELA CCLS W.3.3 and W.3.5. Students revise their plans for narratives about a problem faced by real wolves using teacher feedback and highlight the revisions they make.
End of Unit 3 Assessment	**Draft the Wolf Narrative** This assessment centers on NYSP12 ELA CCLS W.3.3. Students use their plans to draft a narrative about a problem faced by real wolves. The narrative is to include dialogue and descriptions to show the thoughts, actions and feelings of the characters.

Final Performance Task	**Final Wolf Narrative** In this performance task, students have an opportunity to apply what they have learned about real wolves and narrative structure to write and illustrate a story about a problem faced by real wolves. Using facts and details gathered from *Face to Face with Wolves* in Unit 2, students choose a problem faced by real wolves to write a story about and then create a character profile of their main wolf character. Students incorporate what they have learned about real wolves from the informational text to ensure their story sounds like it is about real wolves. Students then illustrate their narratives. **This task addresses NYSP12 ELA CCLS W.3.3, W.3.4, W.3.5, and L.3.1g, h, and i.**

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Content Connections

This module is designed to address English Language Arts standards as students read literature and informational text about wolves. However, the module intentionally incorporates Social Studies Practices and Themes to support potential interdisciplinary connections to this compelling content.
These intentional connections are described below.

Big ideas and guiding questions are informed by the New York State Common Core K–8 Social Studies Framework: http://engageny.org/sites/default/files/resource/attachments/ss-framework-k-8.pdf.

Unifying Themes

Time, Continuity, and Change

3.8 Each community or culture has a unique history, including heroic figures, traditions, and holidays.

- ***3.8a People in world communities use legends, folktales, oral histories, biographies, and historical narratives to transmit cultural histories from one generation to the next.***
  - Students will examine legends, folktales, oral histories, biographies, and historical narratives to learn about the important individuals and events of each selected world community.
- ***3.8b Arts, music, dance, and literature develop through a community's history.***
  - Students will explore the arts, music, dance, and literature for each selected world community.

Big ideas and guiding questions are informed by the New York State Common Core K–4 Science Core Curriculum: http://www.p12.nysed.gov/ciai/mst/pub/elecoresci.pdf

The Living Environment

3.1 Describe how the structures of plants and animals complement the environment of the plant or animal.

- ***3.1a Each animal has different structures that serve different functions in growth, survival, and reproduction.***
  - Wings, legs, or fins enable some animals to seek shelter and escape predators.

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Content Connections (continued)

- The mouth, including teeth, jaws, and tongue, enables some animals to eat and drink.
- The eyes, noses, ears, tongues, and/or skin of some animals enable them to sense their surroundings.
- The claws, shells, spines, feathers, fur, scales, and color(s) of body covering enable some animals to protect themselves from predators and other environmental conditions, or enable them to obtain food.
- Some animals have parts that are used to produce sounds and smells to help the animal meet its needs.
- The characteristics of some animals change as seasonal conditions change (e.g., fur grows and is shed to help regulate body heat; body fat is a form of stored energy and it changes as the seasons change).

• ***3.1c To survive in their environment, plants and animals must be adapted to that environment.***

- Animal adaptations include coloration for warning or attraction, camouflage, defense mechanisms, movement, hibernation, or migration.

3.2 Observe that differences within a species may give individuals an advantage in survival and reproduction.

• **3.2a *Individuals within a species may compete with each other for food, mates, space, water, and shelter in their environment.***

• ***3.2b All individuals have variations, and because of these variations, individuals of a species may have an advantage in survival and reproduction.***

Texts

1. Ed Young, *Lon Po Po: A Red-Riding Hood Story from China* (New York: Penguin Putnam Books for Young Readers, 1996), ISBN: 978-0-698-11382-4.
2. Jim and Judy Brandenburg, *Face to Face with Wolves* (Washington, D.C.: National Geographic Publications, 2010), ISBN978-1-4263-0698-3.

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This unit is approximately 2.5 weeks or 13 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Launching the Performance Task	• I can craft narrative texts about real or imagined experiences or events. (W.3.3) • I can establish a situation. (W.3.3a) • I can introduce the narrator and/or characters of my narrative. (W.3.3a) • I can organize events in an order that makes sense in my narrative. (W.3.3a) • I can use dialogue to show the actions, thoughts and feelings of my characters. (W.3.3a) • I can use descriptive words to show the actions, thoughts and feelings of my characters. (W.3.3b) • I can use transitional words and expressions to show passage of time in a narrative text. (W.3.3c) • I can write a conclusion to my narrative. (W.3.3d)	• I can use a model to generate the criteria of a strong narrative.	• Criteria of a Strong Narrative note-catcher • Criteria of a Strong Narrative anchor chart	• Criteria of a Strong Narrative anchor chart • Who is the Wolf in Fact? anchor chart
Lesson 2	Choosing a Problem and Creating a Wolf Character: Part 1	• I can craft narrative texts about real or imagined experiences or events. (W.3.3) • I can introduce the narrator and/or characters of my narrative. (W.3.3a)	• I can choose a problem that real wolves face to write about in my Wolf Narrative.	• Wolf Character Profile graphic organizer: Part 1	• Criteria of a Strong Narrative anchor chart • Who is the Wolf in Fact? anchor chart
Lesson 3	Creating a Wolf Character: Part 2	• I can craft narrative texts about real or imagined experiences or events. (W.3.3) • I can introduce the narrator and/or characters of my narrative. (W.3.3a)	• I can plan the character traits, special abilities, strengths, and weaknesses of the main wolf character in my Wolf Narrative.	• Wolf Character Profile graphic organizer: Part 2	• Who is the Wolf in Fact? anchor chart

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 4	Analyzing the Structure and Organization of a Narrative	• I can describe how parts of a story build on one another. (RL.3.5) • I can retell a story using key details from the text. (RL.3.2) • I can identify the main message or lesson of a story using key details from the text. (RL.3.2) • I can craft narrative texts about real or imagined experiences or events. (W.3.3) • I can organize events in an order that makes sense in my narrative. (W.3.3a)	• I can deconstruct the structure of a narrative and explain how it is organized.	• Narrative Elements graphic organizer	• Narrative Elements anchor chart • Criteria of a Strong Narrative anchor chart
Lesson 5	Planning the Wolf Narrative	• I can craft narrative texts about real or imagined experiences or events. (W.3.3) • I can establish a situation. (W.3.3a) • I can introduce the narrator and/or characters of my narrative. (W.3.3a) • I can organize events in an order that makes sense in my narrative. (W.3.3a) • I can write a conclusion to my narrative. (W.3.3d)	• I can use the Narrative Elements graphic organizer to plan my Wolf Narrative.	• Narrative Elements graphic organizer	• Narrative Elements anchor chart
Lesson 6	Introducing Dialogue	• I can craft narrative texts about real or imagined experiences or events. (W.3.3) • I can use dialogue to show the actions, thoughts, and feelings of my characters. (W.3.3a)	• I can use just enough dialogue to explain events in a narrative more clearly.	• Wolf Narrative excerpt for dialogue	• Criteria of a Strong Narrative anchor chart

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 7	Analyzing Illustrations	• I can explain how an illustration contributes to the narrative (e.g., mood, tone, character, setting). (RL.3.7)	• I can draw pictures to illustrate more clearly a mood, tone, character, or setting in my Wolf Narrative.	• Illustration Planning graphic organizer	• Criteria of a Strong Narrative anchor chart
Lesson 8	Mid-Unit Assessment: Revising Wolf Narrative Plans	• With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5)	• I can use teacher feedback to revise my Wolf Narrative plan.	• Mid-Unit 3 Assessment: Revising Wolf Narrative Plans	• Concentric Circles Protocol
Lesson 9	Oral Storytelling	• I can craft narrative texts about real or imagined experiences or events. (W.3.3) • I can establish a situation. (W.3.3a) • I can introduce the narrator and/or characters of my narrative. (W.3.3a) • I can organize events in an order that makes sense in my narrative. (W.3.3a) • I can use dialogue to show the actions, thoughts and feelings of my characters. (W.3.3a) • I can use descriptive words to show the actions, thoughts and feelings of my characters. (W.3.3b) • I can use transitional words and expressions to show passage of time in a narrative text. (W.3.3c) • I can write a conclusion to my narrative. (W.3.3d)	• I can share my story orally.		

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 10	End of Unit Assessment: Drafting the Wolf Narrative	• I can craft narrative texts about real or imagined experiences or events. (W.3.3) • I can establish a situation. (W.3.3a) • I can introduce the narrator and/or characters of my narrative. (W.3.3a) • I can organize events in an order that makes sense in my narrative. (W.3.3a) • I can use dialogue to show the actions, thoughts, and feelings of my characters. (W.3.3a) • I can use descriptive words to show the actions, thoughts, and feelings of my characters. (W.3.3b) • I can use transitional words and expressions to show passage of time in a narrative text. (W.3.3c) • I can write a conclusion to my narrative. (W.3.3d)	• I can use temporal words and phrases to show the sequence of events in my Wolf Narrative. • I can draft a narrative about a problem encountered by wolves using details and descriptions about real wolves from *Face to Face with Wolves*.	• End of Unit 3 Assessment: Wolf Narrative draft	• Criteria of a Strong Narrative anchor chart
Lesson 11	Revising Wolf Narrative Drafts	• I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.3.1) • I can use coordinating and subordinating conjunctions. (L.3.1h) • I can produce simple, compound, and complex sentences. (L.3.1i)	• I can use coordinating and subordinating conjunctions in my Wolf Narrative. • I can write simple, complex, and compound sentences in my Wolf Narrative.	• Revised Wolf Narrative draft	• Criteria of a Strong Narrative anchor chart

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 12	Drawing Illustrations	• I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.3.1) • I can form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (L.3.1g) • I can explain how an illustration contributes to the story (e.g., mood, tone, character, setting). (RL.3.7)	• I can use adjectives to describe nouns in my Wolf Narrative. • I can use adverbs to describe actions in my Wolf Narrative. • I can illustrate my Wolf Narrative and explain how the illustrations contribute to my narrative.	• Three illustrations for Wolf Narrative	• Criteria of a Strong Narrative anchor chart

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 13	Performance Task: Final Wolf Narrative	• I can craft narrative texts about real or imagined experiences or events. (W.3.3) • I can establish a situation. (W.3.3a) • I can introduce the narrator and/or characters of my narrative. (W.3.3a) • I can organize events in an order that makes sense in my narrative. (W.3.3a) • I can use dialogue to show the actions, thoughts, and feelings of my characters. (W.3.3a) • I can use descriptive words to show the actions, thoughts, and feelings of my characters. (W.3.3b) • I can use transitional words and expressions to show passage of time in a narrative text. (W.3.3c) • I can write a conclusion to my narrative. (W.3.3d) • With guidance and support from adults, I can produce writing in which the development and organization are appropriate to task and purpose. (W.3.4) • With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5)	• I can write my final Wolf Narrative.	• Performance Task: Final Wolf Narrative	• Criteria of a Strong Narrative anchor chart

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Optional: Experts, Fieldwork, and Service

Experts:

- Invite a wildlife biologist to the classroom to discuss wolves.
- Invite a narrative author to the classroom to discuss writing narratives.
- Invite an illustrator to the classroom to discuss illustrating narratives.

Fieldwork:

- Visit a wolf sanctuary or local zoo.

Service:

- Conduct a fundraiser for the International Wolf Center (www.wolf.org).

Optional: Extensions

- Host an "Anthology of Stories about Wolves" author's evening in which students read aloud from their stories and share with parents, teachers, and community members how they used their knowledge about wolves to create their wolf characters.

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 3:
Recommended Texts

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GRADE 3: MODULE 3B: UNIT 3: RECOMMENDED TEXTS

The list below includes texts with a range of Lexile® text measures about wolves from a variety of perspectives. This provides appropriate independent reading for each student to help build content knowledge about the topic. Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

It is imperative that students read a high volume of texts at their reading level in order to continue to build the academic vocabulary and fluency demanded by the CCLS.

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile measures that correspond to Common Core Bands: below grade band, within band, and above band. Note, however, that Lexile® measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Common Core Band Level Text Difficulty Ranges:
(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grades 2–3: 420–820L
- Grades 4–5: 740–1010L

Title	Author and Illustrator	Text Type	Lexile Measure
Lexile text measures below band level (under 420L)			
Honestly, Little Red Riding Hood Was Rotten!: The Story of Little Red Riding Hood as Told by the Wolf	Trisha Speed Shaskan (author) Gerald Claude Guerlais (illustrator)	Literature	220
The Big Bad Wolf and Me	Delphine Perret (author)	Literature	350*
What's the Time, Mr. Wolf?	Debi Gliori (author)	Literature	375*
¡La Verdadera Historia de los Tres Cerditos!	Jon Scieszka (author) Lane Smith (illustrator)	Literature (Spanish)	400

*Lexile based on a conversion from Accelerated Reading level.

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Title	Author and Illustrator	Text Type	Lexile Measure
Lexile text measures within band level (420–820L)			
The Wolves in the Walls	Neil Gaiman (author) Dave McKean (illustrator)	Literature	500
Tell the Truth, B.B. Wolf	Judy Sierra (author) J. Otto Seibold (illustrator)	Literature	500
Winston the Book Wolf	Marni McGee (author) Ian Beck (illustrator)	Literature	500
Wolves	Emily Gravett (author)	Literature	550*
The True Story of the Three Little Pigs	Jon Scieszkca (author) Lane Smith (illustrator)	Literature	570
Look to the North: A Wolf Pup Diary	Jean Craighead George (author) Lucia Washburn (illustrator)	Literature	580
Little Wolf's Book of Badness	Ian Whybrow (author) Tony Ross (illustrator)	Literature	600
The Three Little Wolves and the Big Bad Pig	Eugene Trivizas (author) Helen Oxenbury (illustrator)	Literature	700
Walk with a Wolf: Read and Wonder	Janni Howker (author) Sarah Fox-Davies (illustrator)	Literature	770

*Lexile based on a conversion from Accelerated Reading level.

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Title	Author and Illustrator	Text Type	Lexile Measure
Lexile text measures above band level (over 820L)			
A Mystery of Wolves	Isobelle Carmody (author)	Literature	880
Lone Wolf	Kathryn Lasky (author)	Literature	890
Wolves of the Beyond	Kathryn Lasky (author)	Literature	890

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 3: Lesson 1
Launching the Performance Task

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can craft narrative texts about real or imagined experiences or events. (W.3.3) a. I can establish a situation. a. I can introduce the narrator and/or characters of my narrative. a. I can organize events in an order that makes sense in my narrative. a. I can use dialogue to show the actions, thoughts and feelings of my characters. b. I can use descriptive words to show the actions, thoughts and feelings of my characters. c. I can use transitional words and expressions to show passage of time in a narrative text. d. I can write a conclusion to my narrative.	
Supporting Learning Target	**Ongoing Assessment**
• I can use a model to generate the criteria of a strong narrative.	• Criteria of a Strong Narrative note-catcher • Criteria of a Strong Narrative anchor chart

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Agenda	Teaching Notes
1. Opening A. Unpacking Learning Targets (5 minutes) 2. Work Time A. Rereading *Lon Po Po* and Taking Notes (25 minutes) B. Generating the Criteria of a Strong Narrative (15 minutes) 3. Closing and Assessment A. Introducing the Rubric (15 minutes) 4. Homework A. Continue reading your independent reading book, or begin a new one.	• This lesson launches the performance task, in which students will write and illustrate a fictional narrative that incorporates facts and details about real wolves. Students have already seen the Performance Task Prompt in Unit 2, but will revisit it in this lesson in preparation for writing their own narratives in this unit. • The model narrative used in this lesson to generate criteria is *Lon Po Po*, because it is an old story that has stood the test of time, thus it is a good example of a strong narrative that can be read and reread. Students are also familiar with the text because they read it closely in Unit 1, so they will be able to focus on the criteria that makes it a strong narrative rather than having to read and understand new content. • In this lesson, students are introduced to the Narrative Writing Rubric. They will analyze each part in more detail over the course of the unit before using it to evaluate their own writing in later lessons. If students are not familiar with using rubrics, explain the purpose of them when you hand out the Narrative Writing Rubric in this lesson. • Review the Unit 3 Recommended Texts list for this unit and work with a media specialist to locate a variety of independent reading books for students to choose from. • In advance: – Review: Narrative Writing Rubric to understand what is expected of student writing (see supporting materials). – Post: Learning target; Criteria of a Strong Narrative anchor chart.

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Lesson Vocabulary	Materials
narrative, criteria, ideas, organization, conventions	• Performance Task Prompt: Final Wolf Narrative (from Unit 2, Lesson 1; one to display and one per student) • Equity sticks • Who is the Wolf in Fact? anchor chart (from Unit 2) • *Lon Po Po* (book; one per student) • Criteria of a Strong Narrative note-catcher (one per student and one to display) • Criteria of a Strong Narrative anchor chart (new; co-created with students during Work Time B; see supporting materials) • Criteria of a Strong Narrative anchor chart (answers, for teacher reference) • Narrative Writing Rubric (one per student and one to display)

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Opening	Meeting Students' Needs

A. Unpacking Learning Targets (5 minutes)
• Direct students' attention to the posted learning target and read it aloud:
  * "I can use a model to generate the criteria of a strong narrative."
• Ask students to discuss with an elbow partner:
  * "What is a narrative?"
• Ask for volunteers to share. Listen for students to explain that a narrative is a story.
• Ask students to discuss with an elbow partner:
  * "What are *criteria* and why do we generate criteria?"
• Ask for volunteers to share. Listen for students to explain that criteria are a list of standards used to guide them in their work so that when writing a narrative they have strong guidelines.
• Ask students to discuss with an elbow partner:
  "What is a strong narrative? What does this mean?"
• Cold call students to share. Listen for students to explain that a strong narrative is one that people want to read all the way to the end and when they have finished, they want to read it again because they enjoyed it so much.
• Explain to students that the model narrative they are going to be using to generate the criteria of a strong narrative is *Lon Po Po*, the story they read in Unit 1.
	• Learning targets are a research-based strategy that helps all students, especially challenged learners.
	• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.

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Work Time	Meeting Students' Needs

A. Rereading *Lon Po Po* and Taking Notes (25 minutes)
• Display and distribute the **Performance Task Prompt: Final Wolf Narrative**. Invite students to read along silently in their heads as you read the prompt aloud.
• Ask students to discuss with an elbow partner:
  * "What is the Performance Task Prompt asking you to do?"
  * "What will your writing have to include?"
• Circulate and listen for students to list each of the bullet points on the prompt when describing what their writing should include.
• Ask students to discuss with an elbow partner:
  * "What can you remember about how real wolves look?"
  * "What can you remember about the actions and behaviors of real wolves?"
  * "Where can you find that information?"
• Consider using **equity sticks** to select students to share out their responses. Listen for students to explain that they can find the information they need in *Face to Face with Wolves* and on the **Who is the Wolf in Fact? anchor chart** they completed as they read *Face to Face with Wolves* in Unit 2.
• Ask students to discuss with an elbow partner:
  * "How can we figure out the criteria of a strong narrative? How can we figure out what a strong narrative should include?"
• Cold call students to share their responses and listen for them to explain that you can get a good idea of what a strong narrative should include by reading a strong narrative.
• Explain that *Lon Po Po* is a strong narrative because it is one that people have been reading and enjoying for a very long time in China, just like *Little Red Riding Hood*.
• Distribute copies of ***Lon Po Po***.
• Invite volunteers to help you reread the story aloud for the whole group. Invite the rest of the students to read along silently in their heads.
• After the read-aloud, divide students into pairs.
• Distribute and display the **Criteria of a Strong Narrative note-catcher**.
	• Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students; they are hearing a strong reader read the text aloud with accuracy and expression, and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud.

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Work Time (continued)	Meeting Students' Needs

• Ask students the question at the top of the note-catcher:
  * "Why is *Lon Po Po* a story that people have wanted to read and reread for many years? Why is it a strong narrative?"
• Invite students to work with their partners to discuss the answer to this question and record their ideas on their note-catchers.
• Circulate to support students as they work. Ask guiding questions:
  * "What do you like about *Lon Po Po*?"
  * "Why do you think people want to read it again?"
• "Why do you think it is a story that has been read and enjoyed for many years?"	

B. Generating the Criteria of a Strong Narrative (15 minutes) • Focus students' attention on the **Criteria of a Strong Narrative anchor chart**. • Cold call students to share the ideas they recorded on their note-catchers with the whole group. Discuss the ideas that students suggest and record appropriate suggestions on the anchor chart. Refer to the **Criteria of a Strong Narrative anchor chart (answers, for teacher reference)** as necessary.	• Coming together whole group to share learning promotes equity because it ensures that all students have the same take away. • Capturing student ideas on an anchor chart ensures quick reference in later lessons. It also promotes a cumulative learning process in which new learning is added in each lesson to build a bigger picture.

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Closing and Assessment	Meeting Students' Needs

A. Introducing the Rubric (15 minutes)
• Distribute and display the **Narrative Writing Rubric**.
• Give students 1 or 2 minutes to look over the rubric. Ask students to discuss with an elbow partner:
  * "What do you notice?"
  * "What do you wonder?"
• Cold call students to share out their responses.
• Point out to students the main sections of the rubric: Ideas, Word Choice, Organization, and Conventions. Ask students to discuss with an elbow partner:
  * "What does it mean by *ideas*? What is this part of the rubric assessing?"
• Select volunteers to share their responses. Listen for students to explain that it means the ideas in the narrative, like the plot, and this part of the rubric is assessing the content of the narrative. Ask students to discuss with an elbow partner:
  * "What does it mean by 'word choice'? What is this part of the rubric assessing?"
• Cold call students to share their responses. Listen for students to explain that this part of the rubric is assessing the words they use to show the sequence of events in their narratives. Ask students to discuss with an elbow partner:
  * "What does it mean by *organization*? What is this part of the rubric assessing?"
• Consider using equity sticks to select students to share their responses. Listen for students to explain that organization is about the structure of their narrative and how the events are organized. Ask students to discuss with an elbow partner:
  * "What does it mean by *conventions*? What is this part of the rubric assessing?"
• Select volunteers to share their responses. Listen for students to explain that it means the use of language rules like spelling, punctuation, and grammar.
• Explain to students that they are going to read the content of this rubric in more detail, but for now you would like them to understand that the first column lists the criteria—the standards students need to meet to be successful in their writing. The other columns are used to measure how well students have met each standard.
	• Rubrics ensure that students of all abilities are aware of what is expected of their work and provides them with a clear point of reference as they work.

Homework	Meeting Students' Needs
• Continue reading your independent reading book, or begin a new one.	

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 2: Lesson 1
Supporting Materials

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Criteria of a Strong Narrative Note-catcher

Name:

Date:

Why is *Lon Po Po* a story that people want to read? Why is it a strong narrative?

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Criteria of a Strong Narrative Anchor Chart

Answers For Teacher Reference

Why is *Lon Po Po* a story that people want to read? Why is it a strong narrative?
• The introduction clearly introduces the characters and sets up the rest of the story by providing a reason for the children to be in the house on their own. • The suspense builds gradually—the children let the wolf in and gradually notice things about him that aren't quite right. • It has an exciting plot—we don't know whether the wolf is going to succeed in eating the children or not. • There is a problem to be solved—the children realize the wolf is not their grandmother and have to find a way to get rid of the wolf without getting hurt. • It has a satisfying ending—the bad character gets what he deserves and the children are safe. • The descriptive language helps to paint pictures in our minds.

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Narrative Writing Rubric

Name:

Date:

Criteria	Meets	Partially Meets	Does Not Meet
Ideas			
I can create a wolf character using facts and details from my research. (W3.2b, W.3.3a)	I have used at least two facts and details from my research to create my wolf character.	I have used one fact or detail from my research to create my wolf character.	I have not used any facts or details from my research to create my wolf character.
I can use dialogue and descriptions to show the actions, thoughts, and feelings of my characters. (W.3.3b)	I strategically use dialogue and descriptions to show what a character is feeling and thinking, and how they interact with others.	I use dialogue and descriptions to show what a character is feeling and thinking, and how they interact with others.	I use little or no dialogue and description in my narrative.

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Narrative Writing Rubric

Criteria	Meets	Partially Meets	Does Not Meet
Word Choice			
I can use temporal words and phrases to show the sequence of events in my narrative. (W.3.3c)	I include at least three temporal words or phrases to show the sequence of events in my narrative.	I include two temporal words or phrases to show the sequence of events in my narrative.	I include one or no temporal words or phrases to show the sequence of events in my narrative.
Organization			
I can organize events in an order that makes sense in my narrative. (W.3.3a)	The events of my narrative unfold in a logical order that makes sense to the reader.	The events of my narrative are in an order that mostly makes sense, but can sometimes be confusing to the reader.	The events of my narrative are not in a logical order and do not make sense to the reader.
I can write a beginning that introduces the characters, setting, and events of my narrative. (W.3.3a)	The beginning of my narrative clearly introduces the characters, setting, and events.	The beginning of my narrative introduces either the characters, setting, or events.	The beginning of my narrative does not introduce the characters, setting, or events.
I can write an ending that brings the narrative to a close. (W.3.3d)	The ending of my narrative brings it to a clear close.	The ending of my narrative brings it to some sort of close.	The ending of my narrative does not bring it to a close. It leaves the reader hanging.

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Narrative Writing Rubric

Criteria	Meets	Partially Meets	Does Not Meet
Conventions			
I can use adjectives to describe nouns. (L.3.1g) I can use adverbs to describe actions. (L.3.1g)	My narrative contains well-chosen adjectives and adverbs to describe nouns and actions.	My narrative contains some adjectives or adverbs to describe nouns or actions.	My narrative does not contain adjectives or adverbs.
I can write simple, complex, and compound sentences. (L.3.1i)	I have used simple, complex, and compound sentences in my narrative.	I have used simple and complex or compound sentences in my narrative.	I have only used simple sentences in my narrative.

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 3: Lesson 2
Choosing a Problem and Creating a Wolf Character: Part 1

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can craft narrative texts about real or imagined experiences or events. (W.3.3) a. I can introduce the narrator and/or characters of my narrative.	
Supporting Learning Target	**Ongoing Assessment**
• I can choose a problem that real wolves face to write about in my Wolf Narrative.	• Wolf Character Profile graphic organizer: Part 1

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Agenda	Teaching Notes
1. Opening A. Unpacking Learning Targets (5 minutes) 2. Work Time A. Truth or Fiction (15 minutes) B. Choosing a Problem Faced by Real Wolves (15 minutes) C. Character Profile: Part 1 (20 minutes) 3. Closing and Assessment A. Partner Share (5 minutes) 4. Homework A. Draw and label your wolf using the illustrations and descriptions in *Face to Face with Wolves* and the features you have listed on your graphic organizer. B. Continue reading your independent reading book.	• In this lesson, students choose the problem they are going to write their Wolf Narratives about and then begin to build a character profile of the main wolf character. Students choose their problem first because this could impact the strengths and/or weaknesses their character has. Then they plan the appearance of the character, based on facts and details they gathered on an idea-catcher in Unit 2. • In this lesson, you model filling out the Wolf Character Profile graphic organizer. As students analyze the Wolf Narrative model for elements listed on the graphic organizer, feedback is solicited from the whole group and the organizer is filled out with their responses. • The aim of the truth or fiction activity in Work Time A is to get students thinking about the reading they did in Units 1 and 2. The quotes all come from texts they read in those units. • In advance: • Prepare the Truth or Fiction strips for each pair and make sure they are thoroughly mixed up before giving them to students. • Post: Learning target.

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Lesson Vocabulary	Materials
	• Truth or Fiction strips (one set per pair) • Truth or Fiction strips (answers, for teacher reference) • Criteria of a Strong Narrative anchor chart (begun in Lesson 1) • Wolf Character Profile graphic organizer: Part 1 (one per student and one to display) • Wolf Narrative model (from Unit 2, Lesson 1; one per student) • Who is the Wolf in Fact? anchor chart (from Unit 2) • Wolf Character Profile graphic organizer: Part 1 (answers, for teacher reference) • *Face to Face with Wolves* (book; one per student)

Opening	Meeting Students' Needs

A. Unpacking Learning Targets (5 minutes)
• Direct students' attention to the posted learning target and read it aloud:
  * "I can choose a problem that real wolves face to write about in my Wolf Narrative."
• Ask students to discuss with an elbow partner:
  * "Where can you find a problem that real wolves face?"
• Cold call students to share their responses. Listen for students to explain that they have already gathered facts and details about real wolves that could be used in a narrative in Unit 2 and recorded them on the **Who is the Wolf in Fact? anchor chart**
• Tell students they are going to revisit *Face to Face with Wolves* and the facts and details they collected in Unit 2 to choose a problem.
	• Learning targets are a research-based strategy that helps all students, especially challenged learners.
	• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.

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Work Time	Meeting Students' Needs
A. Truth or Fiction (15 minutes) • Pair students up. • Distribute a set of **Truth or Fiction strips** to each pair. • Tell students that some of the strips they have been given contain quotes about wolves from fiction and that some contain quotes from informational texts. • Explain that with their partners, students should read each strip aloud. Once they have read all of the strips, they should sort them into two piles. One pile is for quotes about wolves from fiction and one pile for quotes from informational texts. • Invite students to begin. Circulate to support students by asking the guiding question: "What makes you think this quote is from fiction/informational text?" • As students begin to finish sorting the quote strips, refocus the whole group. • Read a quote strip aloud to the whole group and cold call students to tell you which pile it should belong in. Repeat with each of the quote strips. Refer to the **Truth or Fiction strips (answers, for teacher reference)** as needed. • Remind students that there is a clear difference between fact and fiction and that while they are going to write a narrative about wolves using facts and details about real wolves, it is still a fictional narrative. .	• Consider heterogeneous groupings of students for this activity to ensure there is at least one student in the pair who is able to read the strips.
B. Choosing a Problem Faced by Real Wolves (15 minutes) • Focus students' attention on the posted **Criteria of a Strong Narrative anchor chart**. • Reread the criteria students identified in Lesson 1. • Focus students on the idea that a narrative has a problem to be solved and in solving the problem there is a satisfying ending. • Distribute and display the **Wolf Character Profile graphic organizer: Part 1**. • Read through each section on the organizer aloud and invite students to read along silently with you. • Invite students to ask questions about anything they don't understand. • Focus students' attention on the first box, which asks about the problem. • Display and distribute the **Wolf Narrative model**, first shown to students in Unit 2, Lesson 1. • Reread it for the whole group as they read along silently in their heads.	• Consider grouping students who may need support writing on their graphic organizers in an area of the room to work with you. Encourage these students to say their chosen problem aloud either to their partner or to you before writing it down.

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Work Time (continued)	Meeting Students' Needs
• Ask students to discuss with their partner: * "What is the problem in the Wolf Narrative model?' • Cold call students to share their responses. Listen for students to explain that the problem is a metal trap set by humans to catch small animals like rabbits and squirrels, as this is what Little Foot gets caught in. • Record this in the "Problem faced by real wolves?" box on the displayed Wolf Character Profile graphic organizer: Part 1. • Remind students that in Unit 2 they read the informational text *Face to Face with Wolves* and recorded problems faced by real wolves that they could use in a narrative about real wolves on the **Who is the Wolf in Fact? anchor chart.** • Give students a couple of minutes to whisper read with their partners from Work Time A through the problems recorded on the Who is the Wolf in Fact? anchor chart. • Select volunteers to share out whole group. Record all the problems mentioned in a list on the board. • Tell students that they are going to choose one of the problems to write about in their Wolf Narratives. • Focus students' attention on the criteria on the anchor chart that say the problem needs to be solved and the narrative needs to have a satisfying ending. Tell students that it also needs to be a problem that will make their narratives interesting to read and focus their attention on the criteria that suggests a narrative needs to have an exciting plot. • Write the questions on the board: – "How could this problem be exciting?" – "How could solving this problem result in a satisfying ending?" • Model answering the questions about one of the problems listed. For example: "One problem facing wolves, particularly the pups, is starvation. That problem could be exciting because I could write about how the wolf pack goes out hunting, but is so weak that they almost don't catch anything. It could result in a satisfying ending because they are able to catch something and avoid starvation." • Invite students to discuss the answers to the questions for each of the problems listed on the board with a partner. • Circulate to support students in their discussions. Keep referring students back to the two questions. • As students finish answering the questions for each of the problems, refocus the whole group.	

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Work Time (continued)	Meeting Students' Needs
• Ask students to consider the ideas they have just discussed and choose one of the problems to write about in their Wolf Narratives. • Invite students to write their chosen problem in the box at the top of their graphic organizers. Encourage students to write the problem just as it is listed on the board and not to add detail yet, as they will have a chance to refine their thinking about how the problem will work in the narrative later on.	
C. Character Profile: Part 1 (20 minutes) • Emphasize that the rest of the Wolf Character Profile graphic organizer: Part 1 is for students' main wolf character—the wolf that is going to be at the center of the narrative. • Tell students that they needed to choose a problem before they create a main character because the problem might have an impact on who the main character should be. For example, the problem might influence the strengths the character needs to solve the problem or the weaknesses that may have that caused the problem in the first place. • Invite students to help you fill out the boxes at the top of the displayed graphic organizer to analyze the main character of the Wolf Narrative model, Little Foot. Refer to the **Wolf Character Profile graphic organizer: Part 1 (answers, for teacher reference)** as necessary. • Focus students' attention on the Appearance box and pose the question: * "What does Little Foot look like?" • Tell students that in pairs they are going to reread the Wolf Narrative model to identify anything the narrative reveals about how Little Foot looks. Encourage them to underline any details that describe his appearance. • Invite students to begin. • After about 15 minutes, refocus the whole group. • Select volunteers to share what they underlined with the whole group and record appropriate details about Little Foot's appearance on the displayed graphic organizer. Refer to the Wolf Character Profile graphic organizer: Part 1 (answers, for teacher reference) as necessary. • Explain to students that while there weren't many details about Little Foot's appearance in the narrative, the author still built a picture of Little Foot in his or her mind before writing to bring the character to life and make it easier to write about him. Tell students that this graphic organizer is to going to help them organize their ideas about how their wolf characters should look to bring them to life in their own minds before students begin to write.	

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Work Time (continued)	Meeting Students' Needs
• Remind students that in Unit 2 they read the informational text *Face to Face with Wolves* and recorded facts and details about how wolves look that they could use in a narrative about real wolves on the Who is the Wolf in Fact? anchor chart,. • Give students a few minutes to whisper read the facts and details about how real wolves look with a partner. • Make it clear that in this lesson they are **not** going to draw the picture of their wolf. They will be doing this for homework. • Encourage students to think carefully about the problem they have chosen and the role that their characters will play in the problem. When students are creating a character, this may affect some of the decisions they make. For example, if they choose to make the character a very young pup, but also chose the problem of wolves wandering into another territory, it wouldn't work very well because we know from our research that pups tend to stay in the den when they are very young. • Ask students to take out their copy of ***Face to Face with Wolves***. Remind them to refer to the facts and details they gathered about how wolves look in Unit 2. Emphasize that the appearance of their wolf characters should be based on real wolves. • Encourage students to talk to their partners about ideas before recording anything on their organizers. Once again remind students that they are not to draw the picture of the wolf, as they will be doing this for homework. • Circulate to support students in filling out their organizers. Ask guiding questions: * "How do these features work with the problem you have chosen?" • "Why have you decided to make your main character ____?"	

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Closing and Assessment	Meeting Students' Needs
A. Partner Share (5 minutes) • Invite students to pair up with someone else they haven't been working with to share the ideas they have recorded on their graphic organizers.	• Sharing work can enable students to learn from each other and can support those students who are still struggling by giving them ideas.

Homework	Meeting Students' Needs
• Draw and label your wolf using the illustrations and descriptions in *Face to Face with Wolves* and the features you have listed on your graphic organizer. • Continue reading your independent reading book.	

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 2: Lesson 2
Supporting Materials

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Truth or Fiction Strips
For Teacher Reference

Teacher Directions:
Cut out the strips and mix them up before distributing them to each pair.

"They can run very fast, from 25 to 40 mph (40 to 65 kph) for short distances."	"But an old wolf lived nearby and saw the good mother leave."
"This leaves the pups vulnerable to other predators, such as bears."	"The wolf gave a sigh. "Oh, dear. Po Po is old, her bones have become brittle. No longer can she climb trees."
"The alpha pair always eats first, then the subordinates eat."	"A wolf who lived in the forest fell on hard times, and could barely catch enough food to keep from starving."
"Born with black fuzzy fur, pups nurse until they are about six weeks old."	"The wolf came outside and paced back and forth under the tree..."
"They tend to prey on the sick, weak, injured, old, or young."	"The wolf's mouth began to water for a taste."
"Wolves are territorial. They will travel great distances, about 30 miles (48km) a day, to patrol their boundaries and to find food."	"But, wary of his sharp fangs, none dared to come near."

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Truth or Fiction Strips
For Teacher Reference

"Wolves howl at different pitches to create discord. The pack then appears much larger to other wolf packs in the area."	"The wolf had only one thought in his mind: to taste a gingko nut."
"They can be killed if they wander into another pack's territory."	"The wolf slunk into the fold one night, covered in a sheepskin disguise."
"Wolf pups weigh one pound at birth and are blind, deaf and completely dependent on their mother."	"The wolf was furious. He growled and cursed."

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Truth or Fiction Strips

Answers For Teacher Reference

Truth	Fiction
"They can run very fast, from 25 to 40 mph (40 to 65 kph) for short distances."	"But an old wolf lived nearby and saw the good mother leave."
"This leaves the pups vulnerable to other predators, such as bears."	"The wolf gave a sigh. "Oh, dear. Po Po is old, her bones have become brittle. No longer can she climb trees."
"The alpha pair always eats first, then the subordinates eat."	"A wolf who lived in the forest fell on hard times, and could barely catch enough food to keep from starving."
"Born with black fuzzy fur, pups nurse until they are about six weeks old."	"The wolf came outside and paced back and forth under the tree ..."
"They tend to prey on the sick, weak, injured, old, or young."	"The wolf's mouth began to water for a taste."
"Wolves are territorial. They will travel great distances, about 30 miles (48km) a day, to patrol their boundaries and to find food."	"But, wary of his sharp fangs, none dared to come near."
"Wolves howl at different pitches to create discord. The pack then appears much larger to other wolf packs in the area."	"The wolf had only one thought in his mind: to taste a gingko nut."

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Truth or Fiction Strips

Answers For Teacher Reference

Truth	Fiction
"They can be killed if they wander into another pack's territory."	"The wolf slunk into the fold one night, covered in a sheepskin disguise."
"Wolf pups weigh one pound at birth and are blind, deaf and completely dependent on their mother."	"The wolf was furious. He growled and cursed."

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Wolf Character Profile Graphic Organizer: Part 1

Name:

Date:

Problem faced by real wolves?	A metal trap set by humans to catch small animals like rabbits and squirrels, which is what Little Foot gets caught in

Wolf Name?	
Male or Female?	
Age? **(old or young)**	
Status in the Pack? **(alpha/omega/pup/none)**	

APPEARANCE **How does your wolf look? Does it have any distinct characteristics?**	**PICTURE OF MY WOLF** **Label your picture to show the distinct characteristics**

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Wolf Character Profile Graphic Organizer: Part 1

Answers For Teacher Reference

Problem faced by real wolves?	A metal trap set by humans to catch small animals like rabbits and squirrels, which is what Little Foot gets caught in

Wolf Name?	Little Foot
Male or Female?	Male
Age? (old or young)	Young
Status in the Pack? (alpha/omega/pup/none)	None

APPEARANCE How does your wolf look? Does it have any distinct characteristics?	**PICTURE OF MY WOLF Label your picture to show the distinct characteristics**
He has unusually small feet.	

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 3: Lesson 3
Creating a Wolf Character: Part 2

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can craft narrative texts about real or imagined experiences or events. (W.3.3) a. I can introduce the narrator and/or characters of my narrative.	
Supporting Learning Target	**Ongoing Assessment**
• I can plan the character traits, special abilities, strengths, and weaknesses of the main wolf character in my Wolf Narrative.	• Wolf Character Profile graphic organizer: Part 2

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Agenda	Teaching Notes
1. Opening A. Sharing Homework and Unpacking Learning Targets (10 minutes) 2. Work Time A. Character Profile: Part 2 (20 minutes) B. Character Profile: The Wolf Pack (20 minutes) 3. Closing and Assessment A. Partner Share (10 minutes) 4. Homework A. Continue reading your independent reading book.	• In this lesson, students plan the character traits of their wolf characters and begin to think about the rest of their wolf packs. • As in the previous lesson, students analyze the Wolf Narrative model and provide feedback whole group while the teacher models filling in the Wolf Character Profile graphic organizer: Part 2 with students' responses. • In analyzing the Wolf Narrative model, students will have to infer a lot of the character traits, as they are not called out directly. Explain to students that authors build character profiles before they write so they understand how their characters will respond in certain situations, not necessarily to call out those traits directly. • Students may find the facts and details recorded on the Who is the Wolf in Fact? anchor chart in Unit 2 useful here to determine the special abilities, strengths, and weaknesses a wolf has, but make it clear that students will have to be more creative when they are planning their main wolf character's traits. Explain that in fictional narratives, we imagine that we know what wolves are thinking and feeling. We don't actually know how wolves think and feel, so we have to make that up and we base this on the only thing we know, which is how humans think and feel. We use fiction to explain some of their behavior because we don't really know why they do things. • In advance: – Post: Learning target.

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Lesson Vocabulary	Materials
	• Wolf Character Profile graphic organizer: Part 1 (from Lesson 2; one per student) • Wolf Character Profile graphic organizer: Part 2 (one per student and one to display) • Colored pencils (four different colors per student) • Wolf Narrative model (from Unit 2, Lesson 1; one per student) • Wolf Character Profile graphic organizer: Part 2 (answers, for teacher reference) • Who is the Wolf in Fact? (from Unit 2) • *Face to Face with Wolves* (book; one per student)

Opening	Meeting Students' Needs

A. Sharing Homework and Unpacking Learning Targets (10 minutes)
• Focus whole group and ask:
  * "Which facts and details did you use from your research in Unit 2 to draw and label your wolf?"
• Invite students to retrieve their **Wolf Character Profile graphic organizer: Part 1** and give them a couple of minutes to think about their answers.
• Pair students up and invite them to share the labeled pictures they drew for homework with each other.
• Direct students' attention to the posted learning target and read it aloud:
  * "I can plan the character traits, special abilities, strengths, and weaknesses of the main wolf character in my Wolf Narrative."
• Remind students that in the previous lesson they used facts and details to create the appearance of their wolf. Tell them that in this lesson they are going to plan the character traits, special abilities, strengths, and weaknesses of their main wolf character.
	• Asking students to share their homework makes them accountable for doing it and gives you the opportunity to determine who is not completing their homework. It also helps set up the thinking for the rest of the lesson.
	• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.

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Work Time	Meeting Students' Needs
A. Character Profile: Part 2 (20 minutes) • Distribute and display the **Wolf Character Profile graphic organizer: Part 2**. • Distribute three different **colored pencils** to each student. • Invite students to read along silently as you read each section of the graphic organizer aloud. • Encourage students to ask questions about anything they don't understand. • Explain that students are going to use this Part 2 organizer to finish planning their main wolf characters and begin planning other characters in their narratives. • Tell students that the Character Traits column will give them a chance to plan what their wolf is going to be like—the personality it will have and the behavior and actions it demonstrates. Provide some examples: "He might be an angry wolf who gets into trouble with the alpha male because he loses his temper with the other wolves; he might be a kind wolf who always looks after the old, sick, and injured wolves in the pack; or she might be a very clever wolf who is able to solve problems quickly." • Direct students to take out their **Wolf Narrative model**. Reread the model aloud as students follow along silently. • Invite students to work in pairs to identify the details in the model that suggest Little Foot's personality, actions, and behaviors. Encourage them to underline those behaviors using one of the colored pencils. • Ask students to discuss in pairs: * "How would you describe Little Foot's character traits in the Wolf Narrative model? What in the text makes you think that?" • Select volunteers to share their responses. Refer to the **Wolf Character Profile graphic organizer: Part 2 (answers, for teacher reference)** as needed. • Record student responses on the displayed Wolf Character Profile graphic organizer: Part 2 in the Character Traits column. Many of Little Foot's traits have to be inferred from his responses to situations in the narrative. • Remind students that although the model doesn't directly tell us much about Little Foot's character, the author will have followed a process like this to map out his character traits. Explain that this process helps authors understand their characters so they are able write about those characters and their actions in response to certain situations.	• Modeling how to fill in the graphic organizer will ensure that all students know what is expected of their work when they have to fill it in themselves. • Annotating the model by underlining in different colors enables students to quickly identify the information they are looking for when they come together to share what they found with the whole group. • Consider inviting students who will require support to write their ideas in one area of the room so you can work with many students at once. Encourage those students to say their ideas aloud to either a peer or yourself before recording them on their organizer. You may also consider scribing for particularly struggling students.

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Work Time (continued)	Meeting Students' Needs

• Invite students to work in pairs to identify any details in the model that suggest Little Foot's strengths, special abilities, and/or weaknesses. Encourage students to use their colored pencils to underline strengths in one color, special abilities in another, and weaknesses in a third.
• Ask students to discuss in pairs:
  * "How would you describe Little Foot's strengths, weaknesses, and special abilities in the Wolf Narrative model? What in the text makes you think that?"
• Select volunteers to share their responses. Refer to the Wolf Character Profile graphic organizer: Part 2 (answers, for teacher reference) as needed. Record student responses on the displayed graphic organizer in the Strengths, Special Abilities, or Weaknesses column.
• Invite students to reread the Wolf Character Profile graphic organizers: Part 1 they completed in the previous lesson and for homework, and to reconnect with the problem they have chosen before they start making decisions about the wolf character. Remind students that the problem could impact the choices made for the wolf's character, particularly for things like strengths, special abilities, and weaknesses.
• Remind students that in Unit 2 they recorded facts and details about wolves' actions and behaviors that could help them think of particular strengths or weaknesses that could be used in a narrative.
• Emphasize here that while students may find inspiration in their facts and details about wolf actions and behaviors for the special abilities, strengths, and weaknesses, they will have to be more creative when they are planning their main wolf character's traits. Explain that in fictional narratives, we imagine that we know what wolves are thinking and feeling. We don't actually know how wolves think and feel, so we have to make that up and we base this on the only thing we know, which is how humans think and feel. Provide the example that if a student decides that his or her main wolf character is going to be angry and get into fights with other wolves, we don't actually know if wolves feel anger or if the fights they get into are because one wolf is angry with another. We have use fiction to explain it.
• Encourage students to talk to their partners about their ideas before recording anything on their organizers.
• Circulate to support students in filling in their organizers. Ask guiding questions:
  * "What is your wolf like? What character traits does he or she have?"
  * "What strengths or special abilities does he or she have?"
  * "What weaknesses does he or she have?"
  * "How do these features work with the problem you have chosen?"	

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Work Time (continued)	Meeting Students' Needs

B. Character Profile: The Wolf Pack (20 minutes)
• Focus students on page 2 of the Wolf Character Profile graphic organizer: Part 2.
• Invite students to work in pairs to identify any details in the Wolf Narrative model about the other wolf characters. Encourage them to underline details about other wolf characters in a fourth color.
• Ask students to discuss in pairs:
  * "Who are the other wolves in the pack? Where in the text does it say that?"
  * "What are they like? Do they have any distinguishing features? Or any special strengths or weaknesses?"
• Select volunteers to share their responses. Refer to the Wolf Character Profile graphic organizer: Part 2 (answers, for teacher reference) as needed. Record student responses on the displayed graphic organizer in the Strengths, Special Abilities, or Weaknesses column.
• Again, remind students that we have to infer what the members of the pack are like because the author hasn't stated it directly. The author will have built character profiles for the pack to know how they would each react in different situations and to know who plays what role.
• Invite students to looks at the traits, strengths, and weaknesses of all the pack members and ensure students recognize that within the pack there are different strengths and weaknesses—like people, different wolves have different abilities.
• Tell students that they are now going to plan the rest of their wolf pack. Remind them to refer to the **Who is the Wolf in Fact? anchor chart** from Unit 2 and ***Face to Face with Wolves***. Encourage students to talk to their partners about their ideas before recording anything on their organizers.
• Circulate to support students in filling in their organizers. Ask guiding questions: "What different characters and skills will you have in your pack? Why? How do they contribute to the problem and solving the problem?"	

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Closing and Assessment	Meeting Students' Needs
A. Partner Share (10 minutes) • Invite students to pair up with someone else that with whom they haven't been working in order to share the ideas they have recorded on their organizers in this lesson. • Write the following directions on the board and invite students to follow them to share their ideas: 1. Number yourselves 1 and 2. 2. #1 share your ideas. 3. #2 listen carefully. 4. #2 ask questions if you don't understand their ideas. 5. #2 tell #1 ONE thing you like about their ideas. 6. Repeat with #2 sharing their ideas.	• Sharing work can enable students to learn from each other and can support students who are still struggling by giving them ideas.
Homework	**Meeting Students' Needs**
• Continue reading your independent reading book.	

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Grade 3: Module 3B: Unit 2: Lesson 3
Supporting Materials

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Wolf Character Profile Graphic Organizer: Part 2

Name:

Date:

CHARACTER TRAITS? (personality, behaviors, and actions) What kind of character traits does it have? How does it behave? What does it do?	STRENGTHS, SPECIAL ABILITIES, OR WEAKNESSES? What is your wolf particularly good or bad at? Why?

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The Wolf Pack

Name:

Date:

How many wolves in the pack?	
Names of important wolves in the pack? What are they like? Any distinguishing features? Particular strengths or weaknesses?	1. 2. 3.

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Wolf Character Profile Graphic Organizer: Part 2

Answers For Teacher Reference

CHARACTER TRAITS? (personality, behaviors, and actions) What kind of character traits does it have? How does it behave? What does it do?	STRENGTHS, SPECIAL ABILITIES, OR WEAKNESSES? What is your wolf particularly good or bad at? Why?
• He is impatient. Despite Lightning's instructions, he really wants to help with the hunt even though he isn't experienced enough yet and might cause problems. • He perseveres—he doesn't give up when he gets stuck in the trap.	• He can run quickly and quietly because of his small feet. • He lacks experience in hunting because of his age.

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The Wolf Pack
Answers For Teacher Reference

How many wolves in the pack?	seven that we know of
Names of important wolves in the pack? What are they like? Any distinguishing features? Particular strengths or weaknesses?	Students can choose any 3 of the following: 1. Lightning: alpha male; makes the plans; very good at hunting. 2. Black Ears: alpha female; very good at hunting; caring—she licks Little Foot's nose affectionately when he is hurt. 3. Fluffy: pup 4. Bright Eyes: the babysitter 5. Twins: two wolves who are good at hunting

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 3: Lesson 4

Analyzing the Structure and Organization of a Narrative

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can describe how parts of a story build on one another. (RL.3.5) I can retell a story using key details from the text. (RL.3.2) I can identify the main message or lesson of a story using key details from the text. (RL.3.2) I can craft narrative texts about real or imagined experiences or events. (W.3.3) a. I can organize events in an order that makes sense in my narrative.	
Supporting Learning Target	**Ongoing Assessment**
• I can deconstruct the structure of a narrative and explain how it is organized.	• Narrative Elements graphic organizer

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Agenda	Teaching Notes
1. Opening A. Unpacking Learning Targets (5 minutes) 2. Work Time A. Sequencing a Narrative (15 minutes) B. Deconstructing the Wolf Narrative Model (30 minutes) 3. Closing and Assessment A. Analyzing the Structure of Narratives (10 minutes) 4. Homework A. In the next lesson you will begin planning your Wolf Narrative. Use the facts and details in *Face to Face with Wolves* to draw a picture of the place where your Wolf Narrative will be set. B. Continue reading your independent reading book.	• In this lesson, students analyze the structure of the narratives they read in Unit 1, as well as the structure of the Wolf Narrative model in preparation for writing their own narratives. They analyze the Wolf Narrative model using a graphic organizer based on the Narrative Elements anchor chart they used to analyze narratives in Unit 1. They then add the elements of the Wolf Narrative model to the Narrative Elements anchor chart. • Students will use the Narrative Elements graphic organizer to plan their Wolf Narratives in Lesson 5, so this lesson provides them with an opportunity to practice using the organizer to capture their thinking. • At the end of the lesson, students synthesize their learning about the organization of narratives and add to the Criteria of a Strong Narrative anchor chart. • In Lesson 5 students begin to plan their Wolf Narratives. In preparation for this, for homework students draw a picture of the setting of their narratives using the facts and details they gathered in Unit 2 and the *Face to Face with Wolves* text. Ensure students have a copy of *Face to Face with Wolves* to take home with them. • In advance: – Prepare the Narrative Sequencing strips. – Post: Learning target.

Lesson Vocabulary	Materials
deconstruct	• Narrative Sequencing strips (one set per pair) • Narrative Elements anchor chart (begun in Unit 1, Lesson 4) • Narrative Elements graphic organizer (one per student and one to display) • Wolf Narrative model (from Unit 2, Lesson 1; one per student) • Narrative Elements graphic organizer (answers, for teacher reference) • Criteria of a Strong Narrative anchor chart (begun in Lesson 1) • Blank sheet of paper (one per student) • *Face to Face with Wolves* (book; one per student)

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Opening	Meeting Students' Needs

A. Unpacking Learning Targets (5 minutes)
• Direct students' attention to the posted learning target and read it aloud:
  * "I can deconstruct the structure of a narrative and explain how it is organized.
• Ask students to discuss with an elbow partner:
  * "What does 'construct' mean?"
• Select volunteers to share their ideas with the group. Listen for students to explain that construct means to put something together.
• Ask students to discuss with an elbow partner:
  * "So what does *deconstruct* mean? How does adding the letters "de-," which is called the prefix, change the meaning of the word?"
• Cold call students to share their responses. Listen for students to explain that "de-" means the opposite of the word, or to remove, so deconstruct means to take apart.
• Ask students to discuss with an elbow partner:
  * "How can taking apart the narrative to see how it is organized help you to write your own narratives?"
• Cold call students to share their responses. Listen for students to explain that deconstructing the narrative, or taking it apart, can help them to understand the structure of the narrative, which will help them learn how to organize their own ideas into narratives.
	• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.

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Work Time	Meeting Students' Needs

A. Sequencing a Narrative (15 minutes)
• Put students into pairs.
• Distribute the **Narrative Sequencing strips**.
• Tell students that they are going to organize the strips in the correct order to tell the story.
• Circulate to support students in ordering their strips. Ask guiding questions:
  * "Why do you think this one comes here?"
  * "How does this one follow on from the last one?"
• As students begin to finish, refocus the whole group.
• Display a set of strips and invite volunteers to help you organize the strips with the whole group. Ask students the guiding question: "Why do you think this one comes next?"
• Ask students to discuss with an elbow partner:
  * "How is this narrative organized? What comes first? Why? What next? Why?"
  * "What is the problem? Where in the narrative does the problem happen?"
  * "What is the solution? Where in the narrative does the solution happen?"
• Cold call students to share their responses. Listen for students to explain that the problem begins halfway through the story when the shepherd's boy becomes bored and starts to lie and escalates until the end when his behavior is punished by a wolf taking one of the sheep.
	• Consider heterogeneous grouping of students for this activity to ensure there is at least one student in the pair who is able to read the strips.

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Work Time (continued)	Meeting Students' Needs

B. Deconstructing the Wolf Narrative Model (30 minutes)
• Direct students' attention to the **Narrative Elements anchor chart**.
• Remind students that they used this anchor chart to deconstruct the structure of the narratives and fables they read in Unit 1.
• Distribute and display the **Narrative Elements graphic organizer**.
• Invite students to discuss their notices and wonders with an elbow partner.
• Select volunteers to share their notices and wonders with the whole group. Listen for students to identify that this organizer is the same as the Narrative Elements anchor chart. Remind students what they will record in each column of the organizer.
• Tell students that they are going to work in pairs, using this organizer to deconstruct the Wolf Narrative model.
• Invite students to retrieve their **Wolf Narrative models**.
• Select volunteers to help you read the Wolf Narrative model aloud while the rest of the group follows along silently.
• Model how to fill in the Narrative Elements graphic organizer.
• Ask students to discuss with an elbow partner:
  * "What is the setting? How do you know? What does it say in the text?"
• Cold call students to share their responses. Listen for students to explain that the setting is the North Woods of Minnesota. Record this on the displayed Narrative Elements graphic organizer. Invite students to do the same on their copies.
• Pair students up to complete their Narrative Elements graphic organizers.
• Remind students to discuss their ideas before recording anything on their graphic organizers.
• Circulate to support students in completing their organizers. Ask guiding questions:
  * "Who is the main character? Where does it say this in the text?"
  * "What is the problem? Where does it say this in the text?"
  * "What is the solution? Where does it say this in the text?"
• Refocus whole group. Select volunteers to share their responses with the whole group. Refer to the **Narrative Elements graphic organizer (answers, for teacher reference)** to check student answers. Add appropriate suggestions to the Narrative Elements anchor chart.
	• Bringing back familiar anchor charts and using them as an organizer enables students to focus on the content, rather than having to learn what to record in each column on a new organizer.
	• Modeling how to fill out a graphic organizer can ensure that all students know what is expected of them when it comes to working in pairs.

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Closing and Assessment	Meeting Students' Needs
A. Analyzing the Structure of Narratives (10 minutes) • Refocus students' attention on the Narrative Elements anchor chart. • Invite students to discuss with their partners: * "What do you notice as you look at all the things recorded on this anchor chart?" * "What do all the narratives we have analyzed in this module have in common? What is similar about them?" • Select volunteers to share their ideas with the whole group. Listen for them to say that in each narrative the setting is clearly described, there is a main character, there is a problem with a number of events that lead up to the problem, and there is a solution to the problem. • Ask students to discuss with their partners: * "When are the setting and the main character usually introduced in the narrative?" • Cold call students to share their ideas. Listen for them to explain that the setting and main character are usually introduced at the beginning of the narrative. • Ask students to discuss with their partners: * "And then what? What comes next after the character and setting are introduced?" • Select volunteers to share their responses. Listen for students to explain that events setting up the problem come next. • Ask students to discuss with their partners: * "And then what? What comes next after the problem?" * "What is the problem? Where in the narrative does the problem happen?" * "What is the solution? Where in the narrative does the solution happen?" • Cold call students to share their responses. Listen for students to explain that the solution to the problem comes next. • Focus students on the **Criteria of a Strong Narrative anchor chart**. • Ensure that each of the elements on the Narrative Elements anchor chart are listed and in the correct order. • Distribute a **blank sheet of paper** to each student. • Ensure students have a copy of ***Face to Face With Wolves*** to take home and use for homework.	• Synthesizing learning at the end of the lesson can ensure that all students leave the lesson with the same understanding and can also help you check for understanding and adjust future instruction accordingly as needed.

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Homework	Meeting Students' Needs
• In the next lesson you will begin planning your Wolf Narrative. Use the facts and details in *Face to Face with Wolves* to draw a picture of the place where your Wolf Narrative will be set. • Continue reading your independent reading book.	

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 2: Lesson 4
Supporting Materials

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Narrative Sequencing Strips

Every day a poor shepherd sent his son to take the sheep out to the pasture.
The shepherd told his son to shout loudly if he saw a wolf.
Day after day, the shepherd's boy sat alone in the meadow. He became bored so he wished a wolf would come to make things more exciting.
The boy had an idea. He jumped to his feet shouting, "Wolf! Wolf" as loudly as he could.
The shepherd, the farmer, the milkmaid, and the baker all came running.
When they reached the meadow, they found the shepherd's boy laughing at their effort. "There's not really a wolf here," he said.
The shepherd, farmer, milkmaid, and baker were angry with the shepherd's boy.
The shepherd's boy promised never to do it again.

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Narrative Sequencing Strips

A few days later, the shepherd's boy did the same thing again when he was out in the pasture with the sheep.
Once again, the people from the town came running.
When they saw there was no wolf again, they were angry.
The shepherd's boy told the townspeople that there really was a wolf, but they had scared it away when they came running.
The next day when the shepherd's boy took the sheep to the pasture, he saw a wolf lurking in the trees. He cried, "Wolf! Wolf!" but no one came.
The wolf growled and came closer. The boy continued to shout, but no one came running.
The wolf took one of the sheep.

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Narrative Elements Graphic Organizer

What is the setting of the narrative?
Who is the main character in the narrative?
What is the problem? **Events:** **1.** **2.** **3.**
What is the solution?

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Narrative Elements Graphic Organizer
Answers For Teacher Reference

What is the setting of the narrative? The North Woods of Minnesota
Who is the main character in the narrative? Little Foot—a young wolf with particularly small feet that can run fast.
What is the problem? Little Foot gets his foot caught in a trap. **Events:** 1. The pack goes out to hunt. 2. They see some deer. 3. As Little Foot goes to pounce on the deer, he gets his foot caught in a trap.
What is the solution? *The trap is rusty and Little Foot manages to pull himself free. The pack finds him and helps him back to the rendezvous site.*

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 3: Lesson 5
Planning the Wolf Narrative

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can craft narrative texts about real or imagined experiences or events. (W.3.3) a. I can establish a situation. a. I can introduce the narrator and/or characters of my narrative. a. I can organize events in an order that makes sense in my narrative. d. I can write a conclusion to my narrative.

Supporting Learning Target	Ongoing Assessment
• I can use the Narrative Elements graphic organizer to plan my Wolf Narrative.	• Narrative Elements graphic organizer

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Agenda	Teaching Notes
1. Opening A. Sharing Homework and Unpacking Learning Targets (10 minutes) 2. Work Time A. Reviewing the Organization and Structure of the Wolf Narrative Model (15 minutes) B. Planning the Wolf Narrative (20 minutes) 3. Closing and Assessment A. New Partner Share (15 minutes) 4. Homework A. Continue reading your independent reading book.	• In this lesson, students plan their Wolf Narratives using the Narrative Elements graphic organizer. • At the end of the lesson, collect the completed organizers and provide feedback. Students will use this feedback in Lesson 8 to revise their plans for the Mid-Unit 3 Assessment. • Provide feedback using these two sections of the Narrative Writing Rubric (from Lesson 1): – I can create a wolf character using facts and details from my research. (W3.2b, W.3.3a) – I can organize events in an order that makes sense in my narrative. (W.3.3a) • In advance:. – Review Mix and Mingle Checking for Understanding technique (see Appendix). – Post: Learning target.

Lesson Vocabulary	Materials
	• Wolf Narrative model (from Unit 2, Lesson 1; one per student) • Narrative Elements anchor chart (begun in Unit 1) • Narrative Elements graphic organizer (from Lesson 4; one new copy per student and one to display) • Wolf Character Profile graphic organizer: Part 1 (from Lesson 2; one per student) • Wolf Character Profile graphic organizer: Part 2 (from Lesson 3; one per student)

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Opening	Meeting Students' Needs
A. Sharing Homework and Unpacking Learning Targets (10 minutes) • Remind students that for homework they were asked to use the facts and details they gathered in Unit 2 and from *Face to Face with Wolves* to draw a picture of the setting for their Wolf Narratives. • Let students know they are going to use Mix and Mingle to share their homework. Review Mix and Mingle as necessary: 1. Play music. 2. Invite students to move around the room with their drawings of their setting. 3. Stop the music after 15 seconds. 4. Invite students to use their pictures to describe their setting with the person standing closest to them. 5. Repeat Steps 1–4 three more times. • Make it clear that students will be using their picture to help them plan their own Wolf Narratives in this lesson. • Direct students' attention to the posted learning target and read it aloud: * "I can use the Narrative Elements graphic organizer to plan my Wolf Narrative." • Remind students that they were first introduced to the Narrative Elements graphic organizer in an anchor chart in Unit 1, which they used to deconstruct the fables and stories they read. Remind them that they also used the graphic organizer to deconstruct the Wolf Narrative model in the previous lesson. • Explain that in addition to using the organizer to deconstruct the organization of narratives, students can also use it to plan the organization of their narratives.	• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.

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Work Time	Meeting Students' Needs

A. Reviewing the Organization and Structure of the Wolf Narrative Model (15 minutes)
• Pair students up.
• Invite them to retrieve their **Wolf Narrative models** and whisper read with their partners.
• Focus students' attention on the **Narrative Elements anchor chart**.
• To help students review the work they did in Lesson 3 deconstructing the setting and main character in the Wolf Narrative model, ask these questions one-by-one:
  * "What is the setting of the Wolf Narrative model?"
  * "Who is the main character in the Wolf Narrative model?"
  * "What is the problem?"
  Allow students to first discuss each question with their partners; then refocus whole group and select students to share out.
• Display and distribute a new **Narrative Elements graphic organizer**.
• Explain that today students will be using this as a planning tool for their Wolf Narratives.
• Select a volunteer to help you model how to begin filling in the organizer with his or her ideas. The volunteer will need his or her **Wolf Character Profile graphic organizers: Parts 1 and 2** and the drawing of their setting completed for homework.
• Ask the volunteer to use the picture drawn for homework to describe his or her setting. Record the student's description of his or her setting on the displayed graphic organizer.
• Ask the volunteer to use his or her Wolf Character Profile graphic organizers: Parts 1 and 2 to describe his or her main character. Record the student's description of his or her main character on the displayed graphic organizer.
• Thank the volunteer for his or her help. Explain that you are going to need his or her help again in a few minutes.
• To help students review the work they did in Lesson 2 deconstructing the problem and the solution in the Wolf Narrative model, ask students these questions one-by-one:
  * "What are the events that set up the problem?"
  * "What is the solution to the problem?"
  Allow students to first discuss each question with their partners; then refocus whole group and select students to share out.
	• Modeling the process with a student using the organizers students will be using shows them how to do this effectively.

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Work Time (continued)	Meeting Students' Needs
• Invite the volunteer to assist you in modeling again. You may wish to choose a student likely to have difficulty and invite the class to help at each step to give the struggling student maximum support. Ask him or her to use the Wolf Character Profile graphic organizer: Part 1 to describe his or her problem. Record his or her problem on the displayed graphic organizer. • Explain that the next steps for the volunteer student are to think about three events to set up the problem, and then the resolution. Focus students' attention on the way the organizer only allows for three events leading up to the problem. Explain that this is because more events would make the narrative too complicated and people might get lost in the events and lose sight of the problem.	
B. Planning the Wolf Narrative (20 minutes) • Tell students that they are now going to use their Wolf Character Profile graphic organizers: Parts 1 and 2 to plan their narratives in the same way. Explain that the setting, character, and problem should be easy since students have already put the planning into those elements, but they need to take time to carefully plan out the events setting up the problem and the solution. • Give students some silent thinking time (2 or 3 minutes) to think about the events setting up their problem and the solution. • Invite students to share their initial thinking with their partners. Explain that those students struggling with ideas could ask their partners for suggestions. • Invite students to complete their new Narrative Elements graphic organizers for their own Wolf Narratives. Encourage students to discuss their ideas with their partners before writing anything down. Encourage them to provide as much detail about each event as possible, as this will help them when they write their narratives. • Circulate to support students as they work. Ask guiding questions: * "How do those events set up and lead to the problem?" * "How is the problem solved?"	• Giving students silent thinking and processing time before asking them to share with a partner can ensure that all students have individual ideas before they begin working with a partner and hearing a partner's ideas.

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Closing and Assessment	Meeting Students' Needs
A. New Partner Share (15 minutes) • Invite students to pair up with a new partner. • Explain that they are going to talk their new partners through their plans using their completed graphic organizers. • Tell students that while they are listening to their new partners, they should think of any questions they have about the plan. • Post the following questions on the board for students to consider as they listen to their partners: – "Do the events set up the problem?" – "Is the solution to the problem a satisfying end?" • To ensure that each student in the pair is heard, tell them to switch after 5 minutes. • Invite students to revise their plans to make things clearer based on the questions their partners had. • Collect students' Narrative Elements graphic organizers.	
Homework	**Meeting Students' Needs**
• Continue reading your independent reading book.	

There are no new supporting materials for this lesson.

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 3: Lesson 6
Introducing Dialogue

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can craft narrative texts about real or imagined experiences or events. (W.3.3) a. I can use dialogue to show the actions, thoughts, and feelings of my characters.	
Supporting Learning Target	**Ongoing Assessment**
• I can use just enough dialogue to explain events in a narrative more clearly.	• Wolf Narrative excerpt for dialogue

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Agenda	Teaching Notes
1. Opening A. Unpacking Learning Targets (5 minutes) 2. Work Time A. Analyzing Dialogue in the Wolf Narrative Model and Dialogue Mini Lesson (15 minutes) B. Writing Dialogue into a Narrative (25 minutes) 3. Closing and Assessment A. Whole Group Critique and Revision (15 minutes) 4. Homework A. Revise the dialogue examples to achieve the criteria listed at the top of the page. B. Continue reading your independent reading book.	• To give you time to provide feedback on student narrative plans and to address standard W.3.3a, in this lesson students pause to analyze the dialogue in the Wolf Narrative model, generate criteria for using dialogue in a narrative, and then use the criteria to rewrite an excerpt of the Wolf Narrative model to include dialogue. • It is important to emphasize in this lesson that although the narrative is about real wolves, it is a fiction narrative. To understand why the characters are behaving as they are so that the narrative makes sense, we have to be creative, as we were when choosing character traits for the main wolf character. This involves using dialogue as though the wolves are speaking to each other. • To ensure the dialogue students include is meaningful and doesn't weaken the plot of the narrative, students are given a specific purpose for the dialogue. • In the Closing of this lesson, the group critiques a piece of student work for practice. This process needs to be carried out carefully to ensure the pair of students being critiqued feel validated and respected. Students involved in the critique should be willingly volunteers, knowing what will be expected of them. During the process, ensure that students use the criteria generated earlier in the lesson as a basis for their critique, and provide suggestions for improvement based on those criteria. If you feel your students will have difficulty with this, substitute a teacher-written piece for critique instead of a student piece. • In preparation for including dialogue in their own narratives, students have further practice with applying the criteria to excerpts of text for homework. • In advance: – Consider which pairs would benefit from and respond well to a group critique, and ask them if they would like to do it. – Post: Criteria of a Strong Narrative anchor chart; learning target.

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Lesson Vocabulary	Materials
dialogue	• Narrative Writing Rubric (from Lesson 1; one per student and one to display) • Wolf Narrative model (from Unit 2, Lesson 1; one per student and one to display) • Highlighters (one per student) • Dialogue examples (one for display) • Criteria of a Strong Narrative anchor chart (begun in Lesson 1) • Wolf Narrative excerpt for dialogue (one per student and one to display) • Dialogue homework (one per student)

Opening	Meeting Students' Needs

A. Unpacking Learning Targets (5 minutes)
• Direct students' attention to the posted learning target and read it aloud:
  * "I can use just enough dialogue to explain events in a narrative more clearly."
• Ask students to discuss with an elbow partner:
  * "What is *dialogue*? What does it look like in a narrative?"
• Select volunteers to share their responses. Listen for students to explain that dialogue is any spoken word in a narrative and that it has quotation marks around it.
• Invite students to retrieve their **Narrative Writing Rubrics** (from Lesson 1) and display a copy.
• Focus students' attention on W.3.3b, "I can use dialogue and descriptions to show the actions, thoughts, and feelings of my characters."
• Explain that students are going to use dialogue in their narratives to show the thoughts and feelings of their characters and to advance the action in the narrative.
	• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.

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Work Time	Meeting Students' Needs

A. Analyzing Dialogue in the Wolf Narrative Model and Dialogue Mini Lesson (15 minutes)
• Pair students up.
• Ask them to discuss with their partners:
  * "Writing dialogue in narratives can be challenging. So how can we learn how to use dialogue in our narratives? Where can we find good examples?"
• Cold call students to share their responses. Listen for students to explain that they can find good examples in existing narratives, so a good way to learn more about the use of dialogue would be to analyze the dialogue in narratives.
• Invite students to retrieve their **Wolf Narrative model** and display a copy.
• Invite students to look at the first paragraph. Read it aloud as students follow along silently.
• Ask students to discuss in pairs:
  * "Remember that dialogue is a conversation between two or more characters. Is there any dialogue in this paragraph? How do you know?"
• Select volunteers to share their responses. Listen for students to explain that Lightning speaks in the first paragraph.
• Ask students to discuss in pairs:
  * "How do we know Lightning is speaking? What clues does the text give us?"
• Ask for volunteers to share their responses with the whole group. Listen for students to explain that we know Lightning is going to speak because the text says, "... and solemnly addressed the rest of the pack" and because what it says after that is written in quotation marks.
• Distribute **highlighters**.
• Tell students that they are going to reread the rest of the narrative with their partners looking for dialogue, and when they find it they are going to highlight it.
• Point out to students that they may also find a character's feelings in quotation marks, so they will need to read the text carefully to determine whether it is a conversation between two or more people or whether it is a characters thoughts.
• Circulate to support students as they analyze the text. Ask students guiding questions:
  * "Why have you highlighted that? How do you know it is dialogue?"
	• Analyzing a model can provide students with an example of how their work should look.

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Work Time (continued)	Meeting Students' Needs
* "Is there someone speaking?" • As students begin to finish, refocus whole group. • Ask volunteers to share any dialogue they found. Listen for students to explain that there is dialogue in the second paragraph between Lightning and Little Foot, and there is also dialogue in Paragraph 6 between Black Ears and Lightning. • Display the **dialogue examples**. Point out that the middle paragraph is the same as Paragraph 2 in the Wolf Narrative model. Read the first two paragraphs aloud as students follow along silently. • Ask students to discuss in pairs: * "What is the difference between these two paragraphs?" • Select students to share their responses. Listen for students to explain that there is no dialogue in the first paragraph, but there is in the second. • Ask students to discuss in pairs: * "So after reading the paragraph with dialogue and without dialogue, why do you think the author has used dialogue here? What does it do to the narrative?" • Select students to share their responses. Listen for students to explain that the dialogue highlights Lightning as the alpha male because he is the one who makes the plan, and it also clearly emphasizes how Little Foot is eager to help, but that Lightning thinks he is too young and inexperienced. • Now read the third paragraph aloud as students follow along silently. • Ask students to discuss in pairs: * "What are the differences between the second and third paragraphs?" • Cold call students to share their responses. Listen for students to explain that there is more dialogue in the third paragraph. • Ask students to discuss in pairs: * "Which one tells this part of the narrative more clearly? Why?" • Select students to share their responses. Listen for and guide students to understand that there is a lot of dialogue in the third paragraph, which makes it more confusing and detracts from the real point of the narrative here, which is Lightning's plan to catch the deer. Emphasize that too much dialogue can be distracting sometimes, so it is important to find a balance. The plot of the narrative needs to be clear throughout. • Ask students to discuss in pairs:	

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Work Time (continued)	Meeting Students' Needs
* "So how do you write dialogue into a narrative? What do you notice about the way the dialogue is written?" • Cold call students to share their responses. Listen for students to explain that the text usually sets up that someone is going to talk, the speech is in quotation marks, there is a comma before the quotations marks, punctuation goes inside the quotation marks, and dialogue said by a new character is written on new line. • Focus students' attention on the **Criteria of a Strong Narrative anchor chart**. • Ensure that something like the following is recorded: – Contain dialogue to make ideas clearer: • Not too much dialogue or the narrative becomes too confusing. • The text usually sets up that someone is going to talk; for example: Lightning said, "…" • The speech is in quotation marks; for example: "Black Ears and I will distract the deer, causing them to run toward the rest of you, who will be hiding out in the trees. Twins, as the deer come close, take one of them down from either side." • There is a comma before the quotations marks; for example: Lightning said, "Black ears and I …" • Punctuation goes inside the quotation marks; for example: "What about me, Lightning? What am I going to do?" • Dialogue said by a new character is written on a new line; for example: • Lightning frowned before replying, "You will hide out in the trees until the twins have brought one of the deer to the ground, at which point you will help finish the job." • "OK." Little Foot was disappointed.	
B. Writing Dialogue into a Narrative (25 minutes) • Display and distribute the **Wolf Narrative excerpt for dialogue**. • Invite students to whisper read the excerpt of the Wolf Narrative model recorded on the handout. • Explain to students that there isn't any dialogue in this paragraph, but there could be since this is quite a dramatic moment when the wolves find Little Foot. Emphasize here that although the narrative is about real wolves, it is a fiction narrative. To understand why the characters behave as they do so that the narrative makes sense, we have to be creative, as we were when choosing character traits for the main wolf character. This involves using dialogue as though the wolves are speaking to each other. • Read the directions with students.	• Asking students to practice writing dialogue without having to think about writing the rest of the text provides them with low stakes practice and gives them confidence to include dialogue in their own writing.

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Work Time (continued)	Meeting Students' Needs

• Focus their attention on the Criteria of a Strong Narrative anchor chart and the points about dialogue that have been listed.
• Remind students to use these points to help them craft dialogue for this paragraph.
• Ask students to begin working on this with their partners.
• Circulate to support students as they work. Ask guiding questions:
  * "How does this dialogue show how the wolves feel about finding Little Foot?"
  * "How does this dialogue show how Little Foot feels about being found?"
  * "Is there too much dialogue in here? Or do you think the plot of the narrative is still clear?"	

Closing and Assessment	Meeting Students' Needs
A. Whole Group Critique and Revision (15 minutes) • Select a volunteer pair that wants to share their rewritten excerpt with the rest of the group. • Ask this pair to come to the front of the group. • Display their writing and invite the pair to read it aloud for the group. • Refer the group to the criteria about dialogue recorded on the Criteria for a Strong Narrative anchor chart. Go through each item on the list and ask students whether the volunteer pair has achieved the criteria in their rewritten excerpt and if not how they could improve their work. • Invite all pairs to revise their excerpt according to the whole group critique. • Distribute **dialogue homework**.	• A whole group critique can give all students ideas about how to improve their work.

Homework	Meeting Students' Needs
• Revise the dialogue examples to achieve the criteria listed at the top of the page. • Continue reading your independent reading book.	

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 2: Lesson 6
Supporting Materials

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Dialogue Examples

Example 1:

Leaving Bright Eyes to look after the pups, the pack headed out to hunt. After running for a mile or more, Lightning spotted a couple of deer in a clearing in the trees. He stopped the pack and they made a plan. Lightning and Black Ears would distract the deer, causing them to run toward Little Foot and the twins, who would be hiding out in the trees until one of the deer was close enough to catch. While Little Foot would help, as the older, more experienced hunters, the twins would do most of the work.

Example 2:

Leaving Bright Eyes to look after the pups, the pack headed out to hunt. After running through the forest for a mile or more, Lightning spotted a couple of deer in a clearing. He stopped the pack and they made a plan. Lightning said, "Black Ears and I will distract the deer, causing them to run toward the rest of you, who will be hiding out in the trees. Twins, as the deer come close, take one of them down from either side."

Lightning didn't mention Little Foot's role in the plan, so Little Foot asked timidly, "What about me, Lightning? What am I going to do?"

Lightning frowned before replying, "You will hide out in the trees until the twins have brought one of the deer to the ground, at which point you will help finish the job."

"OK." Little Foot was disappointed. Once again, he would be out of the game until the last minute. His small feet made him a very fast and quiet runner, but his lack of experience meant that the older wolves didn't trust him enough yet.

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Dialogue Examples

Example 3:

Leaving Bright Eyes to look after the pups, the pack headed out to hunt. After running through the forest for a mile or more, Lightning spotted a couple of deer in a clearing. He stopped the pack and they made a plan. Black Ears said, "What are we going to do, Lightning?"

"Black Ears and I will distract the deer, causing them to run toward the rest of you, who will be hiding out in the trees. Twins, as the deer come close, take one of them down from either side."

"You can count on us," said the twins in unison. "We won't let you down."

"I know you won't; I trust you both. You always work hard for our pack and help us to get food," replied Lightning.

Lightning didn't mention Little Foot's role in the plan, so Little Foot asked timidly, "What about me, Lightning? What am I going to do?"

Lightning frowned before replying, "You will hide out in the trees until the twins have brought one of the deer to the ground, at which point you will help finish the job."

"OK." Little Foot was disappointed. Once again, he would be out of the game until the last minute. His small feet made him a very fast and quiet runner, but his lack of experience meant that the older wolves didn't trust him enough yet.

"It's OK, Little Foot," said Black Ears. "Your time will come."

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Wolf Narrative Excerpt for Dialogue

Name:

Date:

Excerpt:

The pack had been searching for hours. Just as they were about to give up and head back to the rendezvous site, one of the twins caught Little Foot's scent on the air. He howled for the rest of the pack who immediately raced to join him.

Little Foot heard the pack and replied, "I'm here. I'm here. I'm next to the clearing where we saw the deer."

The pack soon found him and Little Foot smiled at them weakly. Black Ears licked his nose affectionately.

Directions: Rewrite this paragraph with dialogue to emphasize how the wolves felt about finding Little Foot and how Little Foot felt about being found.

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Dialogue Homework

Name:

Date:

Directions: Look carefully at each of the examples to spot the dialogue mistakes. Rewrite each example correctly underneath.

Use the following criteria to improve these examples of dialogue:

- Not too much dialogue or the narrative becomes too confusing.
- The text usually sets up that someone is going to talk; for example: Lightning said, "..."
- The speech is in quotation marks; for example: "Black Ears and I will distract the deer, causing them to run toward the rest of you, who will be hiding out in the trees. Twins, as the deer come close, take one of them down from either side."
- There is a comma before the quotations marks; for example: Lightning said, "Black ears and I ..."
- Punctuation goes inside the quotation marks; for example: "What about me, Lightning? What am I going to do?"
- Dialogue said by a new character is written on a new line; for example:
- Lightning frowned before replying, "You will hide out in the trees until the twins have brought one of the deer to the ground, at which point you will help to finish the job."

  "OK." Little Foot was disappointed.

1. Lightning, the leader of the pack, affectionately licked Black Ears' nose and solemnly addressed the rest of the pack "Today my friends we need to catch something big like a deer or a bison. We haven't had a good meal for a couple of days now and the pups are getting hungry.

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Dialogue Homework

2. Lightning frowned before replying, You will hide out in the trees until the twins have brought one of the deer to the ground, at which point you will help finish the job." "OK". Little Foot was disappointed.

3. Black Ears was the first to notice. Where is Little Foot? she asked. They all stopped eating to look around. I haven't seen him since we split up around the clearing. Has anyone else?" Lightning asked. But none of the wolves had.

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 3: Lesson 7
Analyzing Illustrations

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Long-Term Target Addressed (Based on NYSP12 ELA CCLS)	
I can explain how an illustration contributes to the narrative (e.g., mood, tone, character, setting). (RL.3.7)	
Supporting Learning Target	**Ongoing Assessment**
• I can draw pictures to illustrate more clearly a mood, tone, character, or setting in my Wolf Narrative.	• Illustration Planning graphic organizer

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Agenda	Teaching Notes
1. Opening A. Unpacking Learning Targets and Sharing Homework (10 minutes) 2. Work Time A. Analyzing Illustrations in *Lon Po Po* (20 minutes) B. Planning Illustrations (25 minutes) 3. Closing and Assessment A. New Partner Share (5 minutes) 4. Homework A. Finish planning the illustrations for your Wolf Narrative. B. Continue reading your independent reading book.	• In this lesson, students analyze the illustrations in *Lon Po Po*, generate criteria for strong illustrations, and then use the criteria to plan the illustrations for their Wolf Narratives. • The model narrative used in this lesson to generate criteria is *Lon Po Po* because it has artistic illustrations that clearly meet the criteria students need to be considering when drawing their own illustrations. Students are also familiar with *Lon Po Po* because they read it closely in Unit 1. • Some students many need more time than what is allocated in this lesson to finish planning their illustrations. Allow these students to finish for homework. • In advance: – Copy students' Narrative Elements graphic organizers (completed in Lesson 5) so they can have a copy to plan their illustrations and you can have a copy to continue working on feedback for students. – Students will need their Narrative Elements graphic organizer returned in the next so they can revise their plans for the Mid-Unit 3 Assessment. – Post: Criteria of a Strong Narrative anchor chart; learning target.

Lesson Vocabulary	Materials
illustrate	• Dialogue homework (answers, for teacher reference) • *Lon Po Po* (book; one per student) • Criteria of Strong Illustrations note-catcher (one per student and one to display) • Criteria of a Strong Narrative anchor chart (begun in Lesson 1) • *Face to Face with Wolves* (book; one per student) • Illustration Planning graphic organizer (one per student and one to display) • Copies of completed Narrative Elements graphic organizers (turned in during Lesson 5; one per student)

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Opening	Meeting Students' Needs

A. Unpacking Learning Targets and Sharing Homework (10 minutes)
• Display the first excerpt on the **dialogue homework (answers, for teacher reference)**, covering the rest of the questions (including the answer key for the first excerpt).
• Invite students to consult their completed dialogue homework and suggest what was wrong with the first excerpt.
• Uncover the answer key and point out the issues (in bold and underlined).
• Repeat with the other excerpts.
• Direct students' attention to the posted learning target and read it aloud:
  * "I can draw pictures to illustrate more clearly a mood, tone, character, or setting in my Wolf Narrative."
• Ask students to discuss with an elbow partner:
  * "What does *illustrate* mean?"
• Select volunteers to share their responses. Listen for and guide students to understand that illustrate has two meanings. It can mean to draw pictures to accompany text or a narrative, like the illustrations in a book. Illustrate also means to explain or make clear.
	• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.

Work Time	Meeting Students' Needs
A. Analyzing Illustrations in *Lon Po Po* (20 minutes) • Ask students to discuss with an elbow partner: * "How can we figure out criteria that we can use when illustrating our own narratives?" • Cold call students to share their responses and listen for students to explain that they can get a good idea of what strong illustrations should include by reading a narrative with strong illustrations. Explain that *Lon Po Po* is a good example of a narrative with strong illustrations and they are going to generate criteria for why they are strong illustrations by analyzing the pictures in the book. • Ensure each student has access to ***Lon Po Po***. • Invite volunteers to help you reread the narrative aloud while the rest of the group follows along silently. • Pair students up.	• Inviting students to analyze a strong model and generate criteria before they begin planning their own illustrations will ensure they have clear guidelines to follow when they begin working.

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Work Time (continued)	Meeting Students' Needs

• Distribute and display the **Criteria of Strong Illustrations note-catcher**. Ask students the questions at the top of the note-catcher:
  * "Why are the illustrations in *Lon Po Po* appealing?"
  * "How do they add meaning to the narrative?"
  * "What do we understand from the illustrations that we might not understand just from reading the words?"
• Invite students to work with their partners to look through the illustrations, discuss the answers to these questions, and record ideas on their note-catchers.
• Circulate to support students as they work. Ask guiding questions:
  * "What do you like about the illustrations in *Lon Po Po*?"
  * "How do they add meaning to the narrative?"
  * "What do we understand from the illustrations that we might not understand just from reading the words?"
• As students begin to finish, refocus whole group.
• Display the **Criteria of a Strong Narrative anchor chart**.
• Invite volunteers to share the ideas they captured on their note-catchers with the whole group. Record students' ideas on the anchor chart. The following should be included:
  – Illustrations help paint pictures in our minds and strengthen our understanding of the narrative:
  • Clear—easy to see what is going on.
  • They illustrate the setting so that the reader can picture it more clearly.
  • They show us what characters look like.
  • They show facial expressions so we better understand what the characters are thinking and feeling.
  • They create a mood.	

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Work Time (continued)	Meeting Students' Needs

B. Planning Illustrations (25 minutes)
• Ask students to take out their copies of ***Face to Face with Wolves***.
• Ask students to discuss with their partners:
  * "What do you notice about the pictures in *Lon Po Po* compared to the pictures in *Face to Face with Wolves*?"
• Cold call students to share their responses with the whole group. Listen for students to explain that the illustrations in *Lon Po Po* are artistic drawings whereas in *Face to Face with Wolves* they are photographs because it is an informational text.
• Tell students that when they plan their illustrations for their narratives, they need to consider the criteria for illustrations generated earlier in the lesson, but they must also ensure that their illustrations are of real wolves because their narratives are about real wolves. Explain that they can use the photographs in *Face to Face with Wolves* as a guide to remind themselves what real wolves look like.
• Explain that students are going to include three illustrations in their final Wolf Narrative: one to go at the beginning of the narrative when they describe the setting and/or main character, one of the problem, and one of the solution.
• Display and distribute the **Illustration Planning graphic organizer**. Point out that there are three boxes, which students will use to sketch out each of their illustrations. Explain that they are going to continue this for homework.
• Distribute copies of completed **Narrative Elements graphic organizers**.
• Give students 2 or 3 minutes to silently think about their illustrations for each section on the organizer.
• Refocus whole group and invite students to explain their ideas to their partners.
• Give students the rest of the time to plan their illustrations. Remind them to refer to the Criteria of a Strong Narrative anchor chart and *Face to Face with Wolves*.
• Circulate to support students as they work. Ask guiding questions:
  * "What does this show?"
  * "What is going on in this picture?"
  * "How does it add meaning to your narrative?"
  * "What mood does it create?"	

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Closing and Assessment	Meeting Students' Needs
A. New Partner Share (5 minutes) • Invite students to pair up with someone they haven't been working with to share the planning for their illustrations.	
Homework	**Meeting Students' Needs**
• Finish planning the illustrations for your Wolf Narrative. • Continue reading your independent reading book.	

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 2: Lesson 7
Supporting Materials

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Dialogue Homework

Answers For Teacher Reference

1. Lightning, the leader of the pack, affectionately licked Black Ears' nose and solemnly addressed the rest of the pack "Today, my friends, we need to catch something big like a deer or a bison. We haven't had a good meal for a couple of days now and the pups are getting hungry.

   Lightning, the leader of the pack, affectionately licked Black Ears' nose and solemnly addressed the rest of the pack, "Today, my friends, we need to catch something big like a deer or a bison. We haven't had a good meal for a couple of days now and the pups are getting hungry."

2. Lightning frowned before replying, You will hide out in the trees until the twins have brought one of the deer to the ground, at which point you will help finish the job." "OK". Little Foot was disappointed.

   Lightning frowned before replying, "You will hide out in the trees until the twins have brought one of the deer to the ground, at which point you will help finish the job."
   "OK." Little Foot was disappointed.

3. Black Ears was the first to notice. Where is Little Foot? she asked. They all stopped eating to look around. I haven't seen him since we split up around the clearing. Has anyone else?" Lightning asked. But none of the wolves had.

   Black Ears was the first to notice. "Where is Little Foot?" she asked. They all stopped eating to look around.
   "I haven't seen him since we split up around the clearing. Has anyone else?" Lightning asked. But none of the wolves had.

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Criteria of Strong Illustrations Note-catcher

Name:

Date:

Why are the illustrations in *Lon Po Po* appealing? How do they add meaning to the narrative? What do we understand from the illustrations that we might not understand from just reading the words?

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Illustration Planning Graphic Organizer

Name:

Date:

Introduction (setting and/or main character)	Problem (main event)	Solution (end of the narrative)

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 3: Lesson 8

Mid-Unit Assessment: Revising Wolf Narrative Plans

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5)	
Supporting Learning Target	**Ongoing Assessment**
• I can use teacher feedback to revise my Wolf Narrative plan.	• Mid-Unit 3 Assessment: Revising Wolf Narrative Plans

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Agenda	Teaching Notes
1. Opening A. Unpacking Learning Targets and Sharing Homework (10 minutes) 2. Work Time A. Revising Wolf Narrative Plans (40 minutes) 3. Closing and Assessment A. Partner Share (10 minutes) 4. Homework A. Continue reading your independent reading book.	• In this lesson, students revise the plans for their Wolf Narratives based on the feedback you provide. As this is an assessment, students will be doing this independently. • If students finish the assessment early, they should read their independent reading books. • At the end of the lesson students discuss how their work is better after revising it based on feedback. Use this as an opportunity to remind students that receiving feedback on writing is something that happens in real life too, and is a valuable process. Emphasize that it is very rare for writing to be perfect the first time and that the revision process is very important in making writing better. • At the end of the lesson, collect students' Mid-Unit 3 Assessments and Narrative Elements graphic organizers with your comments to determine whether students have used your feedback to improve their work. Anything students have revised should be highlighted on the assessment. Use the Mid-Unit 3 Assessment Rubric (for teacher reference) to assess student revisions. • Note that in the next lesson students will need their plans to prepare to draft their narratives. You can either return the assessments (without feedback) for the duration of the next lesson or copy the completed assessments for students to work from until you have assessed their work. • In advance: – Ensure you have provided feedback on students' Narrative Elements graphic organizers against the following two sections of the Narrative Writing Rubric (from Unit 1): • I can create a wolf character using facts and details from my research. (W3.2b, W.3.3a) • I can organize events in an order that makes sense in my narrative. (W.3.3a) – Review Concentric Circles protocol (see Appendix). • Post: Directions for Mid-Unit 3 Assessment; learning target.

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Lesson Vocabulary	Materials
	• Narrative Elements graphic organizer (from Lesson 5; returned in this lesson with teacher feedback) • Mid-Unit 3 Assessment: Revising Wolf Narrative plans (one per student) • Illustration Planning graphic organizer (from Lesson 7 one per student) • Mid-Unit 3 Assessment Rubric (for teacher reference)

Opening	Meeting Students' Needs
A. Unpacking Learning Targets and Sharing Homework (10 minutes) • Tell students they will use Concentric Circles protocol to share their illustration plans: 1. Split the group in half. Invite one half to make a circle, and the other half to make a circle around them. All students should have their completed Illustration Planning graphic organizers. 2. Ask the inner circle to face out and the outer circle to face in, so that each student is facing someone. 3. Invite students in the inner circle to describe their illustrations and how they will support the meaning of their narratives to their partners in the outer circle. 4. After a couple of minutes, invite students in the outer circle to do the same. 5. Invite students in the inside circle to move two people to the left. 6. Repeat until students have shared their plans with at least three people. • Direct students' attention to the posted learning target and read it aloud: * "I can use teacher feedback to revise my Wolf Narrative plan." • Explain to students that in this lesson they will revise their Wolf Narrative plans.	• Asking students to share their homework makes them accountable for doing it and gives you the opportunity to determine who is not completing their homework. It also helps to set up the thinking for the rest of the lesson. • Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.

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Work Time	Meeting Students' Needs
A. Revising Wolf Narrative Plans (40 minutes) • Return students' **Narrative Elements graphic organizers with teacher feedback**. • Give students 3 or 4 minutes to look over their feedback in silence. Invite students to write their names on the board if they are unsure about some of the feedback and would like to talk you about it. • Display and distribute the **Mid-Unit 3 Assessment: Revising Wolf Narrative plans**. • Read the directions aloud and invite students to follow along silently. • Also refer students to the posted list of instructions: 1. Use the feedback to revise your plan on the new organizer. 2. Highlight the things that are different about this plan. 3. When you have finished, check that the illustrations you planned in the previous lesson still work for your new plan. 4. If not, use the new Illustration Planning graphic organizer to revise your illustration plans. 5. If your illustration plans work for the new plan, read your independent reading book. • Invite students to ask any clarifying questions regarding what they are being asked to do. • Make it clear that since this is an assessment, they are going to working independently. • Distribute a new **Illustration Planning graphic organizer**. • As students begin working, circulate to speak to students who needed clarification on your feedback.	• If students receive accommodations for assessments, communicate with the cooperating service providers regarding the practices of instruction in use during this study as well as the goals of the assessment.

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Closing and Assessment	Meeting Students' Needs
A. Partner Share (10 minutes) • Pair students up. • Invite students to share their work with their partners and respond to the following question: * "How is your plan better now after revising it based on feedback?" • Refocus whole group. Select volunteers to share out their responses whole group. • Remind students that nobody is perfect and that feedback helps us to make our work better. Tell students that this happens in real life too—authors send their books to editors for feedback and may revise their work over and over again until a publisher is happy enough with it to print it. • Collect students' Mid-Unit 3 Assessments and Narrative Elements graphic organizers with your feedback to assess students' revisions.	
Homework	**Meeting Students' Needs**
• Continue reading your independent reading book.	

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Mid-Unit 3 Assessment:
Revising Wolf Narrative Plans

Long-Term Learning Targets Assessed:

- With support from peers and adults, I can use the writing process to plan, revise, and edit my writing (W.3.5)

Directions:

In Lesson 5 you planned the setting, main character, problem, events leading up to the problem, and the solution for your Wolf Narrative on a Narrative Elements graphic organizer.

In this lesson you will receive feedback on your plan from the teacher and use that feedback to revise your Wolf Narrative plan to make it better. Use the clean organizer below to revise your plan.

1. Use the feedback to revise your plan on the new organizer.
2. Highlight the things that are different about this plan.
3. When you have finished, check that the illustrations you planned in the previous lesson still work for your new plan.
4. If not, use the new Illustration Planning graphic organizer to revise your illustration plans.
5. If your illustration plans work for the new plan, read your independent reading book

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Illustration Planning Graphic Organizer

Name:

Date:

Introduction (setting and/or main character)	Problem (main event)	Solution (end of the narrative)

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Mid-Unit 3 Assessment Rubric

Criteria	Meets	Partially Meets	Does Not Meet
With support from peers and adults, I can use the writing process to plan, revise, and edit my writing (W.3.5)	The student has clearly revised the plan based on the feedback given.	The student has made some revisions based on feedback given, but some of the feedback has been ignored.	The student has not used the feedback at all to revise the plan.

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 3: Lesson 9
Oral Storytelling

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can craft narrative texts about real or imagined experiences or events. (W.3.3) a. I can establish a situation. a. I can introduce the narrator and/or characters of my narrative. a. I can organize events in an order that makes sense in my narrative. a. I can use dialogue to show the actions, thoughts and feelings of my characters. b. I can use descriptive words to show the actions, thoughts and feelings of my characters. c. I can use transitional words and expressions to show passage of time in a narrative text. d. I can write a conclusion to my narrative.	
Supporting Learning Target	**Ongoing Assessment**
• I can share my story orally.	

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Agenda	Teaching Notes
1. Opening A. Unpacking Learning Targets (5 minutes) 2. Work Time A. Modeling Oral Retelling and Practice (30 minutes) B. Sharing Narratives (20 minutes) 3. Closing and Assessment A. Debrief the Oral Storytelling Process (5 minutes) 4. Homework A. Follow the directions on the Wolf Narrative storyboard to draw your narrative in pictures. B. Continue reading your independent reading book.	• In preparation for writing their Wolf Narratives for the End of Unit 3 Assessment in the next lesson, students orally share their narratives in this lesson. The teacher demonstrates the process using the Wolf Narrative plan for "Little Foot and the Trap." Some example modeling has also been included in Work Time A. • At the end of the lesson, students tell their narratives to a partner and provide a suggestion for improvement. To scaffold this, students are given a set of questions to consider as they listen to their partners' narratives. To set this activity up in a way that encourages students to be kind and considerate to each other when providing suggestions, this process is also modeled first. • For homework, students draw out their narratives on storyboard to reinforce their ideas before they write their Wolf Narratives in the next lesson. This is an additional opportunity for students to become clear on the sequence of events in their narratives. • In advance: – Make copies of students' completed Mid-Unit 3 Assessments from Lesson 8. This will allow them to orally tell their narratives, while still providing you time to continue assessing their work. – Decide how you will model oral retelling in Work Time A. – Post: Learning target.

Lesson Vocabulary	Materials
orally	• Mid-Unit 3 Assessments (from Lesson 8; students' own) • Wolf Narrative plan for "Little Foot and the Trap" (one to display) • Giving Feedback: Questions to Consider (one per student and one to display) • Wolf Narrative storyboard (one per student and one to display)

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Opening	Meeting Students' Needs

A. Unpacking Learning Targets (5 minutes)
• Direct students' attention to the posted learning target and read it aloud:
  * "I can share my story orally."
• Ask students to discuss with an elbow partner:
  * "What does *orally* mean?"
• Select volunteers to share their responses. Listen for students to explain that it means to say something aloud.
• Tell students that to prepare for drafting their Wolf Narratives in the next lesson, they are going to practice saying it aloud.
	• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.

Work Time	Meeting Students' Needs
A. Modeling Oral Retelling and Practice (30 minutes) • Return the **copies of Mid-Unit 3 Assessments**. • Ask students to spend 2 or 3 minutes rereading their plans silently to themselves. • Display the **Wolf Narrative plan for "Little Foot and the Trap."** Explain that you are going to use it to demonstrate how the planner can be used to prepare for writing. • Model how to turn the notes on a narrative planner into an oral story using the Wolf Narrative plan for "Little Foot and the Trap." Begin by pointing at the Setting column and say something like: "In the North Woods of Minnesota there lives a wolf pack." • Continue by pointing at the Main Character column and saying something like: "Little Foot, a wolf who was named for his particularly small feet, woke up and stretched. He woke up the rest of the pack. They all stretched and bowed to each other." • Remind students that their wolf narratives need to contain details about real wolves to make it seem more realistic, and explain that in *Face to Face with Wolves* it says the wolves in the pack bow to each other when they wake up. • Continue modeling by pointing at the first event in the Problem column and saying something like: "The pack went off to hunt, leaving the pups behind with Bright Eyes, a beautiful wolf with bright green eyes, to look after them. They hadn't eaten in a few days so it was important that they catch something today." • Again, remind students that their Wolf Narratives need to contain details about real wolves, and in the book *Face to Face with Wolves* it says that one wolf always stays behind with the pups.	• Modeling the process of using the planning organizer and describing the thinking behind the process of orally telling the story will ensure students understand how to do it independently. • Giving students time to practice telling their narratives independently will help to build their confidence and ensure they have their own ideas before hearing those of others.

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Work Time (continued)	Meeting Students' Needs

• Continue modeling by pointing at the second event in the Problem column and saying something like: "The pack saw some deer in a clearing in the trees. As the alpha male, Lightning made a lot of the decisions for the pack, so he stopped them to make a plan. He and Black Ears would chase the deer toward the twins and Little Foot, who would pounce on the deer when they came close and bring them down."
• Continue by pointing at the third event in the Problem column and saying something like: "Lightning and Black Ears chased the deer toward the twins and Little Foot. As Little Foot went to pounce, he got his foot caught in a trap set by hunters to catch small animals like rabbits and squirrels. The rest of the wolves continued to chase the deer, leaving Little Foot behind."
• Continue by pointing at the Solution column and saying something like: "The trap was rusty so after trying for a little while, Little Foot was able to pull himself free, but he was weak and exhausted. The rest of the pack, who had been looking for Little Foot for hours, eventually found him and helped him back to the rendezvous site."
• Again, remind students that their Wolf Narratives need to contain details about real wolves, and in the book *Face to Face with Wolves* it says that the place where the wolves convene is called the rendezvous site.
• Explain that you are going to give students time to work independently, using the story plan from their Mid-Unit 3 Assessments to practice orally telling their narratives. Tell students they are going to get into pairs to share their narratives toward the end of the lesson.
• Give students time to practice.
• Consider spreading students out so they don't interfere with each other's practice.
• Circulate to support students. Ask guiding questions:
  * "How are you introducing the main character?"
  * "How are you introducing other characters in the pack?"
  * "Are there any details about real wolves you could use to make that section more realistic?"	

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Work Time (continued)	Meeting Students' Needs
B. Sharing Narratives (20 minutes) • Refocus whole group. Tell students that now that they have had time to practice, they are going to share their narratives with a partner to get feedback to help them improve their narratives. • Display and distribute the **Giving Feedback: Questions to Consider**. • Invite students to follow along silently as you read the directions and the questions aloud. • Invite students to ask any clarifying questions. • Ask a volunteer to help you model this process for the whole group. The volunteer will be Author 1 and you will be Author 2, so you can model the process of providing a suggestion that will help the volunteer to improve his or her story. Explain the process as you do this; for example, once the student has told you his or her story, you might say to the class: * "So, reading these questions and hearing my partner's story, I didn't hear any details about real wolves, so my suggestion to my partner is to use more details about real wolves." • Emphasize to students that they are not to tell their partners what they don't like about the story. They are to give just one suggestion for improvement. Remind students to do this carefully so that they don't upset or offend their partners. • Pair students up. • Invite students to follow the directions to begin telling their stories to each other. • Circulate to support students as they try to give suggestions for improvement. Ask the questions on the Giving Feedback: Questions to Consider handout to guide students.	• Consider heterogeneous pairings of students to ensure that at least one of the students is able to read the directions.

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Closing and Assessment	Meeting Students' Needs
A. Debrief the Oral Storytelling Process (5 minutes) • Refocus whole group. • Ask students to discuss with their partners: * "In the next lesson, you are going to be writing your Wolf Narratives. How did telling your story to a partner help you prepare to write it down?" • Cold call students to share their responses. Listen for students to explain that they were able to get feedback and suggestions to improve their work without having to go back and rewrite the narrative. • Distribute the **Wolf Narrative storyboard**. • Read through the directions with students.	• Debrief the process so that students recognize how it has prepared them to write their own narratives.
Homework	**Meeting Students' Needs**
• Follow the directions on the Wolf Narrative storyboard to draw your narrative in pictures. • Continue reading your independent reading book.	

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 2: Lesson 9
Supporting Materials

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Wolf Narrative Plan for "Little Foot and the Trap"

What is the setting of the narrative? The North Woods of Minnesota
Who is the main character in the narrative? Little Foot—a young wolf with particularly small feet that can run fast
What is the problem? Little Foot gets his foot caught in a trap. **Events:** 1. The pack goes out to hunt. 2. They see some deer. 3. As Little Foot goes to pounce on the deer, he gets his foot caught in a trap.
What is the solution? The trap is rusty and Little Foot manages to pull himself free. The pack finds him and helps him back to the rendezvous site.

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Giving Feedback: Questions to Consider

Directions:

1. Number yourselves Author 1 and Author 2.
2. Author 1 reads his or her narrative to Author 2.
3. Author 2 listens very carefully.
4. Author 2 reads the questions below.
5. Author 2 uses the questions to make just **ONE** suggestion to help Author 1 make his or her narrative better. For example, "You could add more details about real wolves."
6. Author 2 tells Author 1 the step he or she will take to improve the narrative.
7. Switch roles and repeat.

Questions:

- Did the author introduce the main character and setting at the beginning of the story?
- Did the author include details about real wolves?
- Did the events lead up to the problem?
- Was there anything confusing in the sequence of events?
- Did the solution solve the problem?
- Was there a satisfying ending to the story?

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Wolf Narrative Storyboard

Name:

Date:

Directions: You are going to tell your story in pictures. Draw pictures to tell your story in the large boxes. In the smaller boxes underneath, write one sentence to describe what is happening in the picture. You do not have to use all the boxes if you don't need them. The setting, main character, problem, events leading up to the problem, and the solution should be clear on your storyboard.

1.	2.	3.	4.
5.	6.	7.	8.

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 3: Lesson 10

End of Unit Assessment: Drafting the Wolf Narrative

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can craft narrative texts about real or imagined experiences or events. (W.3.3) a. I can establish a situation. a. I can introduce the narrator and/or characters of my narrative. a. I can organize events in an order that makes sense in my narrative. a. I can use dialogue to show the actions, thoughts, and feelings of my characters. b. I can use descriptive words to show the actions, thoughts, and feelings of my characters. c. I can use transitional words and expressions to show passage of time in a narrative text. d. I can write a conclusion to my narrative.

Supporting Learning Targets	Ongoing Assessment
• I can use temporal words and phrases to show the sequence of events in my Wolf Narrative. • I can draft a narrative about a problem encountered by wolves using details and descriptions about real wolves from *Face to Face with Wolves*.	• End of Unit 3 Assessment: Wolf Narrative draft

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Agenda	Teaching Notes
1. Opening A. Unpacking Learning Targets and Receiving Feedback (10 minutes) 2. Work Time A. Analyzing the Wolf Narrative Model: Temporal Words and Phrases (15 minutes) B. Drafting the Wolf Narrative (30 minutes) 3. Closing and Assessment A. Paragraph Share (5 minutes) 4. Homework A. Continue reading your independent reading book.	• In this lesson, students write drafts of their Wolf Narratives for the End of Unit 3 Assessment. Some students may require more time than the 30 minutes allocated to finish writing the narrative, so you may need to adjust the time accordingly. • In order to address W.3.3c, before they write students look at a list of temporal words and phrases and then analyze the Wolf Narrative model to determine when they have been used and why. • At the end of the lesson, collect students' End of Unit 3 Assessments to provide feedback. Use the Narrative Writing Rubric, specifically the criteria in the Organization section to assess student drafts. Be prepared to return assessments with feedback against the Organization section of the rubric in Lesson 13. • Note that in the next lesson students will need their Wolf Narrative drafts to revise. You can either return the drafts (without feedback) for the duration of the next lesson or copy the completed drafts for students to work from until you have assessed their work. • In advance: – Review Mix and Mingle in Checking for Understanding techniques (see Appendix). – Ensure you have provided feedback on students' Mid-Unit 3 Assessments (from Lesson 8). – Post: Learning targets; Criteria of a Strong Narrative anchor chart.

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Lesson Vocabulary	Materials
temporal	• Mid-Unit 3 Assessment: Revising Wolf Narrative plans (from Lesson 8; returned in this lesson with teacher feedback) • End of Unit 3 Assessment: Drafting the Wolf Narrative (one per student and one to display) • Narrative Writing Rubric (from Lesson 1; one to display) • Criteria of a Strong Narrative anchor chart (begun in Lesson 1; one to display) • Examples of Temporal Words and Phrases (one per student and one to display) • Wolf Narrative model (from Unit 2, Lesson 1; one per student) • Criteria of a Strong Narrative note-catcher (from Lesson 1; one per student) • Wolf Character Profile graphic organizer: Parts 1 and 2 (from Lessons 2 and 3; one per student) • Narrative Elements graphic organizer (from Lesson 5; one per student) • *Face to Face With Wolves* (book; one per student) • Lined paper (two pieces per student)

Opening	Meeting Students' Needs

A. Unpacking Learning Targets and Receiving Feedback (10 minutes)
• Direct students' attention to the posted learning targets and read them aloud:
  ∗ "I can use temporal words and phrases to show the sequence of events in my Wolf Narrative."
  ∗ "I can draft a narrative about a problem encountered by real wolves using details and descriptions about real wolves from *Face to Face with Wolves*."
• Tell students that this in this lesson they will begin drafting their Wolf Narratives for the End of Unit 3 Assessment. Tell students that that they will explore the language in the first learning target in detail in the next part of the lesson.
• Return students' **Mid-Unit 3 Assessments: Revising Wolf Narrative plans**.
• Invite students to spend 2 or 3 minutes reading through your feedback. Invite students to write their names on the board if they have questions so you can circulate later in the lesson to answer those questions.
	• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.

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Work Time	Meeting Students' Needs
A. Analyzing the Wolf Narrative Model: Temporal Words and Phrases (15 minutes) • Display and distribute the **End of Unit 3 Assessment: Drafting the Wolf Narrative**. • Ask students to follow along silently as you read the directions aloud. Invite students to ask questions about anything they don't understand. • Display the **Narrative Writing Rubric**. • Invite a volunteer to help you read aloud the criteria in the Ideas section of the rubric for the rest of the group. • Remind students that they have already created a main character using facts and details from their research in Unit 2, so they need to make sure they include those facts and details in the narrative. • Ask students to discuss with an elbow partner: * "What is dialogue?" • Select volunteers to share their responses. Listen for answers like: "Dialogue is a conversation between two or more characters." • Focus students on the dialogue criteria listed on the **Criteria of a Strong Narrative anchor chart** and remind them of the dialogue work they did in Lesson 6. • Refocus students' attention on the Narrative Writing Rubric. • Invite a volunteer to help you read aloud the Organization section of the Narrative Writing Rubric to the whole group. • Remind students that they have already been working toward each of these things in their planning—they have planned a setting and main character to use in the introduction; they have planned the order of events to lead to a central problem; and they have planned a solution to the problem, which will help them to bring the story to close. • Tell students to ignore the Conventions section of the rubric for now, as they will learn more about each of these criteria in later lessons and revise their drafts. • Invite a volunteer to help you read aloud the Word Choice section of the Narrative Writing Rubric to the whole group. Remind students that this is the same as the first learning target. • Invite a student to look up the word *temporal* in a dictionary and to share the definition with the whole group. Listen for and guide students to understand that "temporal" means words about time. • Display and distribute the **Examples of Temporal Words and Phrases** handout.	• Reminding students to refer to the anchor chart provides them with a familiar visual reference of the expectations of their work. • Referring students back to the rubric provides them with a purpose for their learning and also reminds them of what is expected of their final piece of work. • The handout of examples should provide struggling learners with words and phrases they can use in their writing. More able learners may wish to choose their own temporal words and phrases rather than relying on the handout.

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Work Time (continued)	Meeting Students' Needs
• Invite students to follow along silently as you read the words and phrases aloud. Explain that these are examples of words and phrases used to show in which order things happen in the story. • Invite students to retrieve their **Wolf Narrative models**. • Tell students that in pairs they are going to whisper read through the model, looking for temporal words and phrases. Invite them to circle the temporal words and phrases that they find. • Ask students to begin working and circulate to support as needed. • After about 10 minutes, refocus whole group. Select volunteers to share the temporal words and phrases they found with the whole group. Listen for students to list: "suddenly," "after a long chase," "meanwhile," and "finally." • Ask students to discuss with their partners: * "Where have temporal words and phrases been used in this model? Why?" • Cold call students to share their responses. Listen for students to explain that they have mostly been used at the beginning of new paragraphs to show the order of the events. Focus students particularly on the use of the temporal word meanwhile and explain that it shows that these two events were going on at the same time. • Remind students that the rubric requires them to use temporal words and phrases in their narrative to clearly show the sequence of events. • On the Criteria of a Strong Narrative anchor chart, write: "Uses temporal words and phrases to show the sequence of events."	

B. Drafting the Wolf Narrative (30 minutes)
• Invite students to retrieve the following materials to help them write their narratives:
  – **Criteria of a Strong Narrative note-catcher** (from Lesson 1)
  – **Wolf Character Profile graphic organizers: Parts 1 and 2** (from Lessons 2 and 3)
  – **Narrative Elements graphic organizer** (from Lesson 5)
  – Mid-Unit 3 Assessment: Revising Wolf Narrative plans (from Lesson 8)
  – ***Face to Face with Wolves***
	• If students receive accommodations for assessments, communicate with the cooperating service providers regarding the practices of instruction in use during this study as well as the goals of the assessment.

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Work Time (continued)	Meeting Students' Needs
• Distribute two pieces of **lined paper** to each student. Remind students that because this is an assessment, they should work independently and explain that when they finish, they are to read through their writing multiple times, making improvements to make sure that it is as good as it can be. • Invite students to begin. Remind them to refer to the Criteria of a Strong Narrative anchor chart and their organizers as they write. • Circulate to answer students' questions about their Mid-Unit 3 Assessment feedback.	

Closing and Assessment	Meeting Students' Needs
A. Paragraph Share (5 minutes) • Invite students to select their favorite paragraph from their narratives. • Let students know that they are going to use Mix and Mingle to share their paragraphs: 1. Play music. 2. Invite students to move around the room with their narratives. 3. Stop the music after 15 seconds. 4. Invite students to share their favorite paragraph from their narrative with the person standing closest to them. 5. Repeat until students have shared their favorite paragraphs with at least two other students. • Collect students' End of Unit 3 Assessments: Drafting the Wolf Narrative.	

Homework	Meeting Students' Needs
• Continue reading your independent reading book.	

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 2: Lesson 10
Supporting Materials

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End of Unit 3 Assessment:
Drafting the Wolf Narrative

Long-Term Learning Targets Assessed:

- I can craft narrative texts about real or imagined experiences or events. (W.3.3)
    a. I can establish a situation.
    a. I can introduce the narrator and/or characters of my narrative.
    a. I can organize events in an order that makes sense in my narrative.
    a. I can use dialogue to show the actions, thoughts, and feelings of my characters.
    b. I can use descriptive words to show the actions, thoughts, and feelings of my characters.
    c. I can use transitional words and expressions to show passage of time in a narrative text.
    d. I can write a conclusion to my narrative.

Directions:

You are now going to use the plans that you have made to write a draft of your Wolf Narrative. You are only drafting the *writing* of your narrative; you will add the illustrations to the final version of your narrative.

When drafting your narrative you will need to refer to:

- Criteria of a Strong Narrative anchor chart
- Narrative Writing Rubric
- Your Mid-Unit 3 Assessment: Revising Wolf Narrative plans
- Your Character Profile graphic organizers: Parts 1 and 2
- Your Wolf Narrative board completed for homework
- *Face to Face with Wolves* by Jim and Judy Brandenburg

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Examples of Temporal Words and Phrases

Next	Then
First	Shortly after
After that	Meanwhile
Suddenly	During
Earlier	Eventually
In the end	Finally
From then on	Suddenly
In the meantime	Not a moment too soon

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 3: Lesson 11
Revising Wolf Narrative Drafts

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.3.1) I can use coordinating and subordinating conjunctions. (L.3.1h) I can produce simple, compound, and complex sentences. (L.3.1i)	
Supporting Learning Targets	**Ongoing Assessment**
• I can use coordinating and subordinating conjunctions in my Wolf Narrative. • I can write simple, complex, and compound sentences in my Wolf Narrative.	• Revised Wolf Narrative draft

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Agenda	Teaching Notes
1. Opening A. Unpacking Learning Targets (5 minutes) 2. Work Time A. Analyzing the Wolf Narrative Model: Sentence Structure (50 minutes) 3. Closing and Assessment A. Adding to the Criteria of a Strong Narrative Anchor Chart (5 minutes) 4. Homework A. Continue reading your independent reading book.	• To address language standards L.3.1h and L.3.1i, students revise their writing with these standards in mind in this lesson. Since the standards are listed as criteria on the Narrative Writing Rubric, students begin there to give the revisions process a purpose. Because they are linked, L.3.1h and L.3.1i are taught simultaneously with the support of a handout of examples (Simple, Compound, and Complex Sentence Examples), as they are linked, which will help students grasp coordinating and subordinating conjunctions more easily. • Students will need copies of their Wolf Narrative drafts (End of Unit 3 Assessment; from Lesson 10) to revise them in this lesson. • In advance: – Copy students' Wolf Narrative drafts if you need more time to assess the originals. – Post: Learning targets; Criteria of a Strong Narrative anchor chart.

Lesson Vocabulary	Materials
subordinating conjunctions, coordinating conjunctions	• Narrative Writing Rubric (from Lesson 1; one to display) • Simple, Compound, and Complex Sentence Examples (one per student and one to display) • Wolf Narrative model (from Unit 2, Lesson 1; one per student) • Copies of students' completed End of Unit 3 Assessment: Drafting the Wolf Narrative (one per student) • Lined paper (two pieces per student) • Criteria of a Strong Narrative anchor chart (begun in Lesson 1)

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Opening	Meeting Students' Needs

A. Unpacking Learning Targets (5 minutes)
• Direct students' attention to the posted learning targets and read them aloud:
  * "I can use coordinating and subordinating conjunctions in my Wolf Narrative."
  * "I can write simple, complex, and compound sentences in my Wolf Narrative."
• Display the **Narrative Writing Rubric**.
• Point out that the second learning target is listed in the Conventions section.
• Tell students that many of the words in these learning targets may be unfamiliar at the moment, but in this lesson students approach the learning targets one at a time to learn more about what they mean, analyze the Wolf Narrative model, and then revise their Wolf Narrative drafts.
	• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.

Work Time	Meeting Students' Needs

A. Analyzing the Wolf Narrative Model: Sentence Structure (50 minutes)
• Explain that varying the kinds of sentences used in a story can help make the writing easier to read and sound more interesting.
• Pair students up.
• Distribute **Simple, Compound, and Complex Sentence Examples**.
• Ask students to follow along silently as you read the handout aloud.
• Explain that these are three different kinds of sentences. Remind students that they learned about simple and compound sentences in Module 2B.
• Ask students to discuss with a partner:
  * "What do you notice?"
  * "What do you wonder?"
• Refocus whole group and select volunteers to share out their notices and wonders.
• Ask students to discuss with their partners:
  * "How are simple and compound sentences different?"
	• Providing clear examples of each kind of sentence for reference will support struggling learners in recognizing the difference, which they can then apply to their own work.
	• Asking students to identify examples of each sentence type in the model narrative will also help them to recognize the difference, which they can then apply to their own work.

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Work Time (continued)	Meeting Students' Needs

• Cold call students to share their responses. Listen for: "A simple sentence has only one thought, whereas a compound sentence has two thoughts. A compound sentence can be divided into two simple sentences.."
• Ask students to discuss with their partners:
  * "How are compound and complex sentences different?"
• Select volunteers to share their responses. Listen for: "Compound sentences have two thoughts and can be divided into two simple sentences. Complex sentences only have one complete thought and then another part that needs the complete thought to make sense. Complex sentences cannot be divided into two simple sentences."
• Explain that, according to the Narrative Writing Rubric, students need to use all of those kinds of sentences in their writing.
• Direct students' attention to the first learning target:
  * "I can use coordinating and subordinating conjunctions in my Wolf Narrative."
• Remind students of the coordinating conjunctions listed with the compound sentence description on the simple, compound, and complex sentence examples and remind students that coordinating conjunctions are used to join compound sentences.
• Remind students of the subordinating conjunctions listed with the complex sentence description and remind them that subordinating conjunctions are used to begin complex sentences.
• Focus students' attention on the complex sentence examples on the handout. Invite students to put something over the subordinating conjunction "because" that begins the first sentence.
• Ask students to discuss in pairs:
  * "What do you notice about the sentence now?"
• Select a volunteer to share his or her ideas. Listen for: "Without the subordinating conjunction at the beginning, the sentence could be a compound sentence—two complete thoughts—if a coordinating clause was used in the middle." Emphasize that the subordinating clause at the beginning makes the first part of the sentence dependent on the complete thought, which makes the sentence complex.
• Invite students to retrieve their **Wolf Narrative models**.
• Ask pairs to find one example of a simple sentence.
• Select a volunteer to share the sentence he or she found and clarify whether or not it is a correct example of a simple sentence. If the student is incorrect, use the sentence example handout to explain why.
• Ask pairs to find one example of a compound sentence.	

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Work Time (continued)	Meeting Students' Needs

• Select a volunteer to share the sentence he or she found and clarify whether or not it is a correct example of a compound sentence. If the student is incorrect, use the sentence example handout to explain why.
• Ask pairs to find one example of a complex sentence.
• Select a volunteer to share the sentence he or she found and clarify whether or not it is a correct example of a complex sentence. If the student is incorrect, use the example handout to explain why.
• Distribute **copies of End of Unit 3 Assessment: Drafting the Wolf Narrative** and **lined paper**.
• Tell students that they are now going to revise their writing to make sure there are simple, compound, and complex sentences in their narratives.
• Remind students to use the coordinating conjunctions listed on the sentence examples handout when connecting two simple sentences to make a compound sentence, and to use the subordinating conjunctions when making a simple sentence complex. Emphasize that there should still be simple sentences, and sentences should only be made compound or complex where it makes sense to do so.
• Circulate to support students. Ask guiding questions:
  * "Can you show me a simple sentence in your writing? What about a compound and a complex sentence?"
  * "What coordinating conjunction could you use between these two simple sentences to make a compound sentence?"
  * "What subordinating conjunction could you use here to make this a complex sentence?"
• Invite students to store their revised narratives for use in the next lesson.	

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Closing and Assessment	Meeting Students' Needs
A. Adding to the Criteria of a Strong Narrative Anchor Chart (5 minutes) • Focus students' attention on the **Criteria of a Strong Narrative anchor chart**. • Ask students to discuss in pairs: * "What do we need to add to the anchor chart based on your learning today?" • Select volunteers to share their responses. Listen for them to list the learning targets. • Record the following on the anchor chart: "Includes simple, compound, and complex sentences. Includes coordinating conjunctions."	• Adding new learning to the anchor chart for future reference will support struggling learners when they write their final drafts, because it provides a clear list of criteria reflecting their learning process to refer to.
Homework	**Meeting Students' Needs**
• Continue reading your independent reading book.	

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 2: Lesson 11

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Simple, Compound, and Complex Sentence Examples

Simple (One complete thought)
• I eat cereal every morning for breakfast. • He ran after the ball. • She drove home from work in the dark. • I am studying for a test.
Compound (Two or more complete thoughts—the sentence could be divided into two sentences connected by a **coordinating conjunction**: *and, but, for, nor, or, so, yet*)
• I eat cereal every morning for breakfast and I also drink a glass of milk. • He ran after the ball, but he tripped and fell. • She drove home from work in the dark, so she had to make sure she wore her glasses. • I am studying for a test, so I am unable to go to the movie theater with my friends tonight.
Complex (One complete thought with another part that depends on it—the sentence cannot be broken into two sentences. The sentence usually begins with a **subordinating conjunction**: *as, as if, before, after, because, though, even though, while, when, whenever, if, during, as soon as, as long as, since, until, unless, where, wherever*)
• Because I love the taste, I eat cereal every morning for breakfast. • Since he missed when it was thrown to him, he ran after the ball. • Because she finished late, she drove home from work in the dark. • Although I want to go out tonight, I am studying for a test.

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 3: Lesson 12
Drawing Illustrations

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.3.1) I can form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (L.3.1g) I can explain how an illustration contributes to the story (e.g., mood, tone, character, setting). (RL.3.7)	
Supporting Learning Targets	**Ongoing Assessment**
• I can use adjectives to describe nouns in my Wolf Narrative. • I can use adverbs to describe actions in my Wolf Narrative. • I can illustrate my Wolf Narrative and explain how the illustrations contribute to my narrative.	• Three illustrations for Wolf Narrative

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Agenda	Teaching Notes
1. Opening A. Unpacking Learning Targets (5 minutes) 2. Work Time A. Analyzing the Wolf Narrative Model: Adjectives and Adverbs (20 minutes) B. Creating Illustrations for the Wolf Narrative (30 minutes) 3. Closing and Assessment A. Adding to the Criteria of a Strong Narrative Anchor Chart (5 minutes) 4. Homework A. If you didn't finish your illustrations in class, finish them at home. B. Continue reading your independent reading book.	• To address language standard L.3.1g, students add some adverbs and adjectives to their writing in this lesson. Since the standard is listed as criteria on the Narrative Writing Rubric, students begin there to give the revisions process a purpose. Students do not rewrite their drafts; instead, they add words in the margin of the paper with stars showing where they will go. • Students also begin to create illustrations for their Wolf Narratives. You can determine which medium students will use depending on your resources. If students are publishing their narratives using the computer, you may wish to have them use art software to create the illustrations on the computer as well. You may want to work with a technology teacher on this project. Other options include paints, pastels, sketching, etc. It may also be a good idea to collaborate with an art teacher on this project. • If students are using a medium for creating their illustrations that they cannot take home, they may require additional class time to complete their illustrations. • Some students many need more time than what is allocated in this lesson to finish their illustrations. Depending on the resources they are using, these students may be able to finish for homework. • Be prepared to return students' End of Unit 3 Assessments: Drafting the Wolf Narrative with feedback at the beginning of the next lesson. • In advance: – Prepare the resources students will need to complete their illustrations. – Post: Learning targets; Criteria of a Strong Narrative anchor chart.

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Lesson Vocabulary	Materials
adjective, noun, adverb, illustrate	• Narrative Writing Rubric (from Lesson 1; one to display) • Dictionaries (one per pair) • Wolf Narrative model (from Unit 2, Lesson 1; one per student) • Adjective, Noun, Adverb, and Action note-catcher (one per student and one to display) • Adjective, Noun, Adverb, and Action note-catcher (answers, for teacher reference) • Revised Wolf Narratives (from Lesson 11; students' own) • Highlighters (two different colors per student) • Criteria of a Strong Narrative anchor chart (begun in Lesson 1) • Illustration Planning graphic organizer (from Lesson 8; one per student) • Blank paper (three pieces per student) • Art supplies (enough for all students; see Teaching Notes) • *Face to Face with Wolves* (book; one per student)

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Opening	Meeting Students' Needs

A. Unpacking Learning Targets (5 minutes)
• Direct students' attention to the posted learning targets and read the first two aloud:
  * "I can use adjectives to describe nouns in my Wolf Narrative."
  * "I can use adverbs to describe actions in my Wolf Narrative."
• Display the **Narrative Writing Rubric**.
• Point out that these learning targets are criteria listed in the Conventions section on the rubric. Tell students that many of the words in these learning targets may be unfamiliar at the moment, but in this lesson they approach the learning targets one at a time to learn more about what they mean, analyze the Wolf Narrative model, and then add some adjectives and adverbs to their Wolf Narrative drafts.
• Direct students' attention back to the posted learning targets and read the final one aloud:
  * "I can illustrate my Wolf Narrative and explain how the illustrations contribute to my narrative."
• Ask students to discuss with an elbow partner:
  * "What does *illustrate* mean?"
• Select volunteers to share their responses. Listen for students to explain that illustrate has two meanings. Illustrate can mean draw pictures to accompany text or a story, like the illustrations in a book. Illustrate also means to explain or make clear.
• Remind students that illustrations in a story are not just pictures—they are pictures that give the reader extra clues or emphasize something that the author wants us to understand.
	• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.

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Work Time	Meeting Students' Needs

A. Analyzing the Wolf Narrative Model: Adjectives and Adverbs (20 minutes)
• Distribute **dictionaries**.
• Remind students of the first two learning targets:
  * "I can use adjectives to describe nouns in my Wolf Narrative."
  * "I can use adverbs to describe actions in my Wolf Narrative."
• Ask students to discuss with an elbow partner, using a dictionary if they need to:
  * "What is an *adjective*?"
• Cold call students. Listen for and guide students to understand that an adjective is a describing word.
• Suggest an example: the enormous pizza. Ask students to discuss with their partners:
  * "What is the describing word?"
• Select volunteers to share their responses. Listen for students to explain that "enormous" is the describing word—it describes the size of the pizza.
• Ask students to discuss with an elbow partner, using a dictionary if they need to:
  * "What is a *noun*?"
• Select volunteers to share their responses. Listen for and guide students to understand that a noun is the name of a thing or a person. For example, pencil, Jill, hand, etc.
• Return to the example: the enormous pizza. Ask students to discuss with their partners:
  * "So what is the noun?"
• Cold call students to share their responses. Listen for and guide students to understand that "pizza" is the noun. Pizza is the name of the thing being described.
• Pair students up and invite them to retrieve their **Wolf Narrative models**.
• Display and distribute the **Adjective, Noun, Adverb, and Action note-catcher**.
• Model how to fill in the Adjective and Noun columns using the first paragraph of the Wolf Narrative model. Refer to the **Adjective, Noun, Adverb, and Action note-catcher (answers, for teacher reference)** as a guide.
	• Asking students to identify examples of adjectives and adverbs in the model narrative will help them to understand how those words have been used to paint a clearer picture for the reader, which they can then apply to their own work.

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Work Time (continued)	Meeting Students' Needs

• Tell students they are going to work in pairs to whisper read the next two paragraphs (Paragraphs 2 and 3) and record any adjectives they find and the nouns they describe on their note-catchers.
• Circulate to support students. Ask guiding questions:
  * "What is the noun here?"
  * "And what is the adjective describing it?"
• Refocus whole group. Ask for volunteers to share the adjectives they found and the nouns they describe with the whole group.
• Ask students to discuss with an elbow partner, using a dictionary if they need to:
  * "What is an *adverb*?"
• Cold call students. Listen for and guide students to understand that an adverb is a word that describes how a verb, a doing word, is done.
• Suggest an example: He walked quietly. Ask students to discuss with their partners:
  * "What is the adverb?"
• Select volunteers to share their responses. Listen for students to explain that "quietly" is the adverb—it describes how he walked. Emphasize here that a good way to spot an adverb is that it often has "-ly" at the end, for example: noisily, dreamily, angrily, and heavily.
• Explain to students that an action is what the character is doing
• Return to the example: He walked quietly. Ask students to discuss with an elbow partner:
  * "So what is the action here?"
• Cold call students to share their responses. Listen for and guide students to understand that "walked" is the action that is being described.
• Model how to fill in the Adverb and Action columns using the first paragraph of the Wolf Narrative model. Refer to the Adjective, Noun, Adverb, and Action note-catcher (answers, for teacher reference) as a guide.
• Invite students to work with their partners to do the same for the next two paragraphs of the Wolf Narrative model (Paragraphs 2 and 3).	

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Work Time (continued)	Meeting Students' Needs

• Circulate to support students. Ask guiding questions:
  * "What is the action here?"
  * "And what is the adverb describing it?"
• Refocus whole group. Ask students to share the adverbs they found and the actions they describe with the whole group.
• Ask students to discuss with an elbow partner:
  * "What do you notice about adjectives and adverbs? What do they do to a narrative?"
• Select volunteers to share their ideas with the whole group. Listen for students to explain that adjectives and adverbs help to paint a picture of what things look like and how actions were done. For example, "He stretched sleepily," rather than just, "He stretched," gives us a clearer idea of how he did it.
• Invite students to retrieve their **revised Wolf Narratives** from Lesson 11.
• Distribute **highlighters**.
• Invite students to read through their Wolf Narratives twice. During the first read, they should use one color to highlight the adjectives that describe nouns. During the second read, they should use the other color to highlight the adverbs describing actions. Explain that the aim of this exercise is for students to quickly see how many adjectives and adverbs they have used.
• As students begin to finish, refocus whole group and explain that highlighting should have revealed gaps where they are missing either adverbs or adjectives or both.
• Tell students that they are going to add two more adverbs to describe actions and two more adjectives to describe nouns to their writing. Explain that rather than rewriting their narratives, they should just draw a star where they want to add a word, and write the word in the margin of that line.
• Identify a student who clearly has a number of gaps that could be filled and display his or her work as you model the process for all students to see.
• Circulate to support students. Ask guiding questions:
  * "Why does this noun need an adjective?"
  * "Why does this action need an adverb?"
• "Is an adjective/adverb really necessary here?"	

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Work Time (continued)	Meeting Students' Needs

B. Creating Illustrations for the Wolf Narrative (30 minutes)
• Tell students that now they are going to complete the illustrations for their Wolf Narratives, and that in the next lesson they are going to put their writing and illustrations together to make their final narrative.
• Focus students' attention on the **Criteria of a Strong Narrative anchor chart** and point out the illustration criteria.
• Ask students to follow along silently as you read it aloud.
• Invite students to take out their most recent **Illustration Planning graphic organizers** and revised Wolf Narratives.
• Give students 5 minutes to silently look at the plans of their illustrations and their revised narratives to check that the illustrations they have planned still work with the content of their narratives. If they do not, ask students to reconsider what their illustrations need to be instead. Again, remind students that illustrations in a story are not just pictures—they are pictures that give the reader extra clues or emphasize something the author wants us to understand.
• Refocus whole group.
• Distribute **blank paper** and any other necessary **art supplies**. Explain that students will use one piece of paper for each illustration.
• Ensure that students have access to ***Face to Face with Wolves***.
• Remind students that their narratives are about real wolves, so the wolves in their illustrations should look like real wolves.
• Circulate to support students as they work. Ask guiding questions:
  * "What does this show?"
  * "What is going on in this picture?"
  * "How does it add meaning to your story?"
  * "What mood does it create?"
	• Consider working with other faculty, for example art or technology teachers, as appropriate to support struggling students in using the medium you have selected.

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Closing and Assessment	Meeting Students' Needs
A. Adding to the Criteria of a Strong Narrative Anchor Chart (5 minutes) • Focus students' attention on the Criteria of a Strong Narrative anchor chart. • Ask students to discuss in pairs: * "What do we need to add to the anchor chart based on your learning today?" • Select volunteers to share their responses. Listen for them to list the learning targets. • Record the following on the anchor chart: "Includes adjectives to describe nouns" and "Includes adverbs to describe actions."	• Adding new learning to the anchor chart for future reference will support struggling learners when they write their final drafts, providing a clear list of criteria reflecting their learning process to refer to.

Homework	Meeting Students' Needs
• If you didn't finish your illustrations in class, finish them. • Continue reading your independent reading book.	

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 2: Lesson 12

Supporting Materials

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Adjective, Noun, Adverb, and Action Note-catcher

Name:

Date:

Learning Targets:

I can use adjectives to describe nouns in my Wolf Narrative.
I can use adverbs to describe actions in my Wolf Narrative.

Adjectives	Nouns		Adverbs	Actions

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Adjective, Noun, Adverb, and Action Note-catcher

Answers For Teacher Reference

Adjectives	Nouns		Adverbs	Actions
eerie	*shadows*		*sleepily*	*stretched*
small	*feet*		*slowly*	*got up*
good	*meal*		*affectionately*	*licked*
			solemnly	*addressed*
			weakly	*whined*

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EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 3: Lesson 13

Performance Task: Final Wolf Narrative

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can craft narrative texts about real or imagined experiences or events. (W.3.3) a. I can establish a situation. a. I can introduce the narrator and/or characters of my narrative. a. I can organize events in an order that makes sense in my narrative. a. I can use dialogue to show the actions, thoughts, and feelings of my characters. b. I can use descriptive words to show the actions, thoughts, and feelings of my characters. c. I can use transitional words and expressions to show passage of time in a narrative text. d. I can write a conclusion to my narrative. With guidance and support from adults, I can produce writing in which the development and organization are appropriate to task and purpose. (W.3.4) With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5)	
Supporting Learning Target	**Ongoing Assessment**
• I can write my final Wolf Narrative.	• Performance Task: Final Wolf Narrative

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Agenda	Teaching Notes
1. Opening A. Unpacking Learning Targets and Receiving Feedback (10 minutes) 2. Work Time A. Writing the Final Wolf Narrative (35 minutes) 3. Closing and Assessment A. Assembling the Final Wolf Narrative and Illustrations (15 minutes) 4. Homework A. Continue reading your independent reading book.	• In this lesson, students write their final drafts of their Wolf Narratives, incorporating teacher feedback from their End of Unit 3 Assessments. They then assemble the writing and the illustrations into one complete piece of work. • There are many options for "publishing" the final drafts once they have been completed. Suggestions include: – Stick the parts onto pieces of letter-sized card paper that can be stapled together to look like a book. – Stick the parts into a notebook or journal. – Stick the parts into a big class book. – Stick the parts onto a large sheet of paper for display. – Laminate the final versions for display. • Collect the finished work at the end of the lesson. Finish assessing the pieces against the Narrative Writing Rubric, focusing on the Conventions section. • In advance: – Trim the lined paper to fit your final publishing choice. – Ensure that you have provided feedback on the End of Unit 3 Assessments (from Lesson 10). • Post: Learning targets; Criteria of a Strong Narrative anchor chart.

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Lesson Vocabulary	Materials
	• End of Unit 3 Assessments: Drafting the Wolf Narrative (from Lesson 10; returned in this lesson with teacher feedback) • Revised Wolf Narratives (from Lesson 11; students' own) • Three illustrations (from Lesson 12; students' own) • Performance Task Prompt: Final Wolf Narrative (from Unit 2, Lesson 1; one per student) • Criteria of a Strong Narrative anchor chart (begun in Lesson 1) • Lined paper (two pieces per student) • Narrative Writing Rubric (from Lesson 1; one per student) • Paper or card stock (one sheet per student) • Glue stick (one per student)

Opening	Meeting Students' Needs
A. Unpacking Learning Targets and Receiving Feedback (10 minutes) • Direct students' attention to the posted learning target and read it aloud: * "I can write my final Wolf Narrative." • Tell students that in this lesson, they will finish their Wolf Narratives. They write a final draft, make revisions based on teacher feedback, and add the illustrations. • Return students' **End of Unit 3 Assessments: Drafting the Wolf Narrative**. • Invite students to spend 5 minutes reading through the feedback, considering how this will impact their final drafts. • Invite students to write their names on the board if they have questions for you to address. Use this list as you circulate later in the lesson to help students revise their work and create their final drafts.	• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.

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Work Time	Meeting Students' Needs
A. Writing the Final Wolf Narrative (35 minutes) • Invite students to retrieve their **revised Wolf Narratives** and **three illustrations**. • Ask students to read through their narratives and look over their illustrations to remember what they are about. • Remind students that the Wolf Narrative model has the title "Little Foot and the Trap." Tell students that they need to think of short, catchy titles for their narratives that give the reader an idea of what the story is about without giving too much detail away. • Give students a couple of minutes to think in silence about a title for their narratives. • Pair students up. • Invite them to share their titles and their reasoning for choosing those titles based on the content of their narratives with their partners. Invite students to listen to check that his or her partner's title: 1. Reflects the content of his or her narrative 2. Is short and catchy • Invite students to write their titles at the top of their revised Wolf Narratives. • Direct students to retrieve their **Performance Task Prompt: Final Wolf Narrative**. • Ask pairs to whisper read the Performance Task Prompt with their partners as a reminder of what is expected in this final draft. • Focus students' attention on the **Criteria of a Strong Narrative anchor chart**. Ask students to read the criteria silently to themselves. • Show students the "publishing" format (see Teaching Notes). Explain that students are going to write up their final Wolf Narratives on pieces of lined paper that have been cut to size. Emphasize that they are not to write on both sides of the paper, as the back of the page will be glued to the book. • Distribute **lined paper**. • Invite students to use your feedback on their End of Unit 3 Assessments to revise their Wolf Narratives one more time. Remind students that this needs to be done independently. Remind them to refer to the Performance Task Prompt and the **Narrative Writing Rubric** as necessary. • Circulate to support students and answer their questions about your feedback.	• If students receive accommodations for assessments, communicate with the cooperating service providers regarding the practices of instruction in use during this study as well as the goals of the assessment.

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Closing and Assessment	Meeting Students' Needs
A. Assembling the Final Wolf Narrative and Illustrations (15 minutes) • Distribute the **paper or card stock** that you would like students to mount their final Wolf Narratives and illustrations on. • Remind students that the illustrations need to be positioned at the appropriate points in the narrative. • Have students organize their narratives and illustrations on the paper or card stock. Do not give them glue just yet—they need to organize their work logically first. • As students begin to finish, briefly check their work. • Then, distribute the **glue sticks** and allow them to glue down the text and illustrations. • Invite students to leave their completed work on their desks and to circulate to look at the work of others. Remind students to be careful as they look at each other's work. • Congratulate students on their hard work in this module. • Collect the final copies. If possible, try to schedule a time for students to read their narratives to an audience. Students may read to each other, share their narratives with younger students, or read to volunteers or other adults in your school.	
Homework	**Meeting Students' Needs**
• Continue reading your independent reading book.	

There are no new supporting materials for this lesson.

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