



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

- 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.

Ongoing Assessment

- Fluency Self-Assessment (continued from Lesson 2 homework)
- Mid-Unit 1 Assessment revisions
- Vocabulary cards



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Reviewing Homework and Engaging the Reader (5 minutes) 2. Work Time <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> A. Debrief and Reviewing Learning Targets: Narrative Elements and Who Is the Wolf in Fiction? (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Reread “The Wolf and the Lean Dog” aloud; reassess fluency and refine goal. 	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> – 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.”



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">– 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	<ul style="list-style-type: none">• 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)



Opening	Meeting Students’ Needs
<p>A. Reviewing Homework and Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• 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:<ul style="list-style-type: none">* “What strategies have you used to master (or work toward mastery of) your fluency goal?” (if necessary, define <i>master</i> 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 <i>Lon Po Po</i>, 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:<ul style="list-style-type: none">* “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.	<ul style="list-style-type: none">• Provide sentence starters or frames to support all students’ ability to share ideas during the Back-to-Back, Face-to-Face protocol.



Work Time	Meeting Students’ Needs
<p>A. Mid-Unit 1 Assessment: Review and Peer Discussion (25 minutes)</p> <ul style="list-style-type: none">• Ask students to join group members and then read the first learning target aloud with you:<ul style="list-style-type: none">* “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: <i>review</i> and <i>justify</i>. 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:<ul style="list-style-type: none">* “<i>Review</i> means to look over again, think about again, or revisit.”* “<i>Justify</i> 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:<ul style="list-style-type: none">* “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?”	<ul style="list-style-type: none">• 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.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> 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. 	
<p>B. Determining the Gist and the Meaning of Key Terms: “The Wolf and the Lean Dog” (25 minutes)</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> “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: <ul style="list-style-type: none"> * “I can determine the meaning of words, using context clues and known affixes.” Underline the key terms: <i>context</i> and <i>affixes</i>. Ask students what they know about these terms, and listen for suggestions like: <ul style="list-style-type: none"> “Using <i>context</i> clues means to refer to other words and phrases in a sentence to help you figure out what an unknown word means.” “<i>Affixes</i> are parts that are added to a word (root word) that change the word.” 	<ul style="list-style-type: none"> 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.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> • 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: <i>lean, fare, unpleasant, scrawny, and unkind</i>. • 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 <i>lean</i> and <i>bony</i> 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: <ul style="list-style-type: none"> * “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: <ul style="list-style-type: none"> – “<i>Fare</i> 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.” – “<i>Scrawny</i> means skinny; I figured this out because the sentence says the wolf wanted a ‘fine fat Dog instead of the scrawny object before him.’” 	



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• 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:<ul style="list-style-type: none">* “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:<ul style="list-style-type: none">* “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.	



Closing and Assessment	Meeting Students’ Needs
<p>A. Debrief and Reviewing Learning Targets: Narrative Elements and Who Is the Wolf in Fiction? (5 minutes)</p> <ul style="list-style-type: none">• Focus students’ attention on the Narrative Elements anchor chart and briefly review the information added to the chart during Lessons 4 and 5. <p>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?”</p> <ul style="list-style-type: none">• 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:<ul style="list-style-type: none">– “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.	<ul style="list-style-type: none">• Provide sentence starters and frames as needed, so all students can share their thinking during the debrief.



Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• 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).	<ul style="list-style-type: none">• 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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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.



“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.