



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)	
<p>I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3)</p> <p>I can write opinion pieces, supporting a point of view with reasons. (W.3.1)</p> <p>I can read with sufficient accuracy and fluency to support comprehension. (RF.3.4)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• Fluency Self-Assessment (continued from Lesson 2 homework)• Vocabulary cards• Character Analysis Chart and Text-Dependent Questions: “The Wolf and the Lean Dog”



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. Describing Characters (25 minutes)B. Expressing an Opinion (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; reread “The Wolf and the Lean Dog” once more aloud to reassess fluency and refine goal; complete Character T-chart.	<ul style="list-style-type: none">• 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.



Lesson Vocabulary	Materials
express, opinion, fable, support, reasons, lean, fare, unpleasant, scrawny, unkind	<ul style="list-style-type: none">• 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)



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.• 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:<ul style="list-style-type: none">* “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:<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 as they reread and respond to questions about the fable “The Wolf and the Lean Dog” during today’s lesson.	<ul style="list-style-type: none">• Provide sentence starters or frames to support all students’ ability to share ideas during Milling to Music.



Work Time	Meeting Students’ Needs
<p>A. Describing Characters (25 minutes)</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> * “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 <i>Lon Po Po</i>. Ask: <ul style="list-style-type: none"> * “In <i>Lon Po Po</i>, 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: <ul style="list-style-type: none"> – “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. 	<ul style="list-style-type: none"> • 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.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• 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 <i>Lon Po Po</i>, 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 <i>Lon Po Po</i>?”• Give students 2 minutes to confer in groups, then invite a few groups to share their thinking with the class. Listen for:<ul style="list-style-type: none">– “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).	



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• 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:<ul style="list-style-type: none">* “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: <i>Take what you can get when you can get it.</i>• Ask students to think about and discuss in groups:<ul style="list-style-type: none">* “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.	



Work Time (continued)	Meeting Students’ Needs
<p>B. Expressing an Opinion (25 minutes)</p> <ul style="list-style-type: none"> Focus students on and read the fourth text-dependent question aloud. Then, direct students’ attention to and read aloud the second learning target: <ul style="list-style-type: none"> * “I can express an opinion about the wolf in this fable and support my opinion with reasons.” Underline the words <i>opinion</i>, <i>support</i>, and <i>reasons</i>. 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: <ul style="list-style-type: none"> * “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. 	<ul style="list-style-type: none"> 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”).



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



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 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.	<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” aloud twice. Self-assess fluency after the second read.• Complete the Character T-chart: “The Wolf and the Lean Dog.”	<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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Character Analysis Chart and Text-Dependent Questions:
“The Wolf and the Lean Dog”

Name:

Date:

Directions:

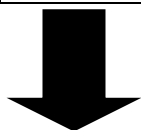
For each character:

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.



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	<p>SAYS/THINKS/FEELS:</p> <p>WANTS:</p>		



Result



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	<p>SAYS/THINKS/FEELS:</p> <p>WANTS:</p>		





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?

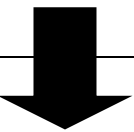


Character Analysis Chart and Text-Dependent Questions:

“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	<p>SAYS/THINKS/FEELS:</p> <ul style="list-style-type: none"> – Thinks how nice it will be to have a fat dog to eat instead of a <i>scrawny</i> one – Promises to return – Asks the dog to come out and be eaten – Knows the “porter” is <i>unkind</i> toward wolves <p>WANTS: To eat the dog once he gets fatter To stay away from the “porter”</p>	<ul style="list-style-type: none"> – Prowls near a village; met a dog – Edged toward dog – Goes away – Comes back a few days later <p>Decides not to wait for dog, runs as fast as he can</p>	<p>Foolish Unwise Trusting</p>



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

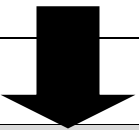


Character Analysis Chart and Text-Dependent Questions:

“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	<p>SAYS/THINKS/FEELS:</p> <ul style="list-style-type: none">– Tells the wolf it would be <i>unpleasant</i> 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 <p>WANTS: To escape being eaten by the wolf.</p>	<ul style="list-style-type: none">– Backed away from wolf– Dodges a snap of the wolf’s teeth	<p>Clever Cunning Tricky Smart</p>



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



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.



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...



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.
