



EXPEDITIONARY
LEARNING

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

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



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

- 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.

Ongoing Assessment

- Participation in creation of Informational Text anchor chart
- Answers to Text-Dependent Questions: “Face to Face”



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Mix and Mingle (10 minutes)Unpacking Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Introducing the Performance Task (15 minutes)Understanding the Genre: <i>Face to Face with Wolves</i> (10 minutes)Reading “Face to Face” for Gist (15 minutes)Closing and Assessment<ol style="list-style-type: none">Share (5 minutes)Homework<ol style="list-style-type: none">Reread pages 5–7 in <i>Face to Face with Wolves</i> and record any unfamiliar vocabulary words.	<ul style="list-style-type: none">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 <i>Face to Face with Wolves</i> 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.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• 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:<ul style="list-style-type: none">– 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	<ul style="list-style-type: none">• 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)• <i>Face to Face with Wolves</i> (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)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Mix and Mingle (10 minutes)</p> <ul style="list-style-type: none">• Congratulate students on completing Unit 1, a study about wolves in fiction. Ask:<ul style="list-style-type: none">* “What guiding question was the focus of Unit 1?”• Ask for volunteers to share. Listen for: “Who is the wolf in <i>fiction</i>?”• 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:<ul style="list-style-type: none">* “Who is the wolf in <i>fiction</i>?”• 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:<ul style="list-style-type: none">* “Who is the wolf in <i>fact</i>?”• 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:<ul style="list-style-type: none">* “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.	<ul style="list-style-type: none">• 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.



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning targets.• Circle the following words: <i>characteristics</i>, <i>informational</i>, <i>gist</i>, and <i>point of view</i>.• 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:<ul style="list-style-type: none">– 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.	<ul style="list-style-type: none">• Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Introducing the Performance Task (15 minutes)</p> <ul style="list-style-type: none">• 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:<ul style="list-style-type: none">* “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:<ul style="list-style-type: none">* “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.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• 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.	
<p>B. Understanding the Genre: <i>Face to Face with Wolves</i> (10 minutes)</p> <ul style="list-style-type: none">• Display the cover of <i>Face to Face with Wolves</i>.• Explain to students that in this unit, they will be reading this text to build their background knowledge about wolves.• Distribute student copies of <i>Face to Face with Wolves</i> 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:<ul style="list-style-type: none">* "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 <i>Face to Face with Wolves</i> 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 <i>nonfiction</i> text. Tell students that nonfiction texts are true. Ask:<ul style="list-style-type: none">* "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 <i>Face to Face with Wolves</i> 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.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • 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. 	
<p>C. Reading “Face to Face” for Gist (15 minutes)</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> * “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 <i>Face to Face with Wolves</i>. 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: <ul style="list-style-type: none"> * “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: <ul style="list-style-type: none"> * “Overall, what is this section about?” 	<ul style="list-style-type: none"> • 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 ____.”



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• 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:<ul style="list-style-type: none">* “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
<p>A. Share (5 minutes)</p> <ul style="list-style-type: none">• Congratulate students on their perseverance through the first few pages of <i>Face to Face with Wolves</i> 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:<ul style="list-style-type: none">* “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
<ul style="list-style-type: none">• Reread pages 5–7 in <i>Face to Face with Wolves</i> and record any unfamiliar vocabulary words.	



EXPEDITIONARY
LEARNING

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

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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 ...



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, "Hooooowwwwwllllll," 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.



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.



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.



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



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.	<p>How are these photographs alike?</p> <p>How are these photographs different?</p> <p>Why do you think the author chose to include these photographs in this section?</p> <p>What words on page 5 tell you how the author feels about wolves?</p>



Text-Dependent Questions:
“Face to Face”

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



Text-Dependent Questions:
“Face to Face”

<p>5. Reread page 6. Then use details from the text to answer the questions on the right.</p>	<p>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?</p> <p>How did the author feel about the opportunity to go to the high Arctic? What words in the text make you think so?</p> <p>Why did the author feel that way about the opportunity to go to the high Arctic?</p>
<p>6. Reread pages 6–7. Then use details from the text to answer the questions on the right.</p>	<p>What words and phrases from the text tell you how the author feels about wolves?</p> <p>What details in the photographs might give you clues about how the author feels about wolves?</p>
<p>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.</p>	<p>What is the author’s “point of view” on wolves?</p> <p>What details from the text support your answer to the question above?</p> <p>What details from the photographs support your answer to the question above?</p>



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”?		<p>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.</p> <p>Listen for: <i>This section explains how the author became interested in wolves and describes his first time photographing them.</i></p>
2. Examine the photographs and captions on pages 4 and 5 . Then use details from the text to answer the questions on the right.	<p>How are these photographs alike?</p> <p>How are these photographs different?</p> <p>Why do you think the author chose to include these photographs in this section?</p> <p>What words on page 5 tell you how the author feels about wolves?</p>	<p>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.</p> <p>Ask students how the photographs are alike. Listen for: <i>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.</i></p> <p>Ask students how the photographs are different and listen for: <i>The photograph on page 4 is of a wolf and the photograph on page 5 is of a man.</i></p> <p>Point out that the man in the photograph on page 5 is the author, Jim Brandenburg.</p>



Close Reading Guide:
“Face to Face” For Teacher Reference

		<p>Ask students why they think Jim Brandenburg chose to include these photographs in this section. Listen for: <i>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.</i></p> <p>Read aloud the last question and listen for students to share out: <i>dreaming about seeing a wild wolf; favorite animals; I hoped to photograph one.</i></p> <p>Invite students to record their thinking on their text-dependent questions.</p>
Complete Rows 1 and 2 only; the remaining questions will be completed in the next lesson.		
<p>3. Reread the sidebar on page 6. Then use details from the text to answer the questions on the right.</p>	<p>Listen as your teacher rereads the first line of the sidebar out loud.</p> <p>What do you think <i>admiration</i> means? What words in the text make you think so?</p> <p>According to the text, which group of people looked at the wolf with fear?</p>	<p>Read aloud the sidebar on page 6. Point to the word <i>admiration</i> and ask students what they think this word means. Listen for: <i>admiring, respecting, liking.</i></p> <p>Ask students to work with a partner to find words in the text that support what they think <i>admiration</i> means. Listen for: <i>inspired, fear</i>, guiding students to understanding that admiration means the opposite of fear</p>



Close Reading Guide:
“Face to Face” For Teacher Reference

	<p>Which group looked at the wolf with admiration?</p> <p>According to the text, why does nearly every culture have folktales about wolves?</p> <p>What other folktales have you worked with that are about wolves?</p>	<p>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: <i>Europeans</i> for the second question and <i>Native Americans</i> for the third question.</p> <p>Focus students on the fourth question and ask them to discuss then record their thinking. Listen for: <i>People admire and fear wolves; wolves inspire people.</i></p> <p>Point out and explain that people can have different points of view about wolves</p> <p>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.</p>
<p>4. Reread page 5. Then use details from the text to answer the questions on the right.</p>	<p>What do you think <i>extinct</i> means? What words in the text make you think so?</p> <p>The text says, “They were there, of course, but I didn’t know how to look for them.” Where were the wolves?</p>	<p>Ask students to whisper read page 5. Once they finish reading, focus their attention on the first question. Ask what <i>extinct</i> means and listen for: <i>no longer existing, dead, gone</i>. 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>I had seen them only in photos and paintings</i>”; “<i>I knew wolves still lived there.</i>”</p>



Close Reading Guide:
“Face to Face” For Teacher Reference

	<p>Why might the author not know how to look for them?</p>	<p>Focus students’ attention on the second question and listen for: <i>The wolves were hiding; they were blending in with their environment.</i></p> <p>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: <i>He didn’t know how to think like a wolf; he didn’t know a lot about wolves.</i></p>
<p>5. Reread page 6. Then use details from the text to answer the questions on the right.</p>	<p>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?</p> <p>How did the author feel about the opportunity to go to the high Arctic? What words in the text make you think so?</p> <p>Why did the author feel that way about the opportunity to go to the high Arctic?</p>	<p>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: <i>They wanted the author to photograph and study wolves.</i></p> <p>Ask students to read and discuss the second question with a partner. Listen for: <i>He was excited about going; “I jumped at the chance.”</i></p> <p>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: <i>He was excited because wolves are his favorite animal; “wolves were my favorite animals”; “I hoped to photograph one”</i></p>



Close Reading Guide:
“Face to Face” For Teacher Reference

<p>6. Reread pages 6-7. Then use details from the text to answer the questions on the right.</p>	<p>What words and phrases from the text tell you how the author feels about wolves?</p> <p>What details in the photographs might give you clues about how the author feels about wolves?</p>	<p>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.</p> <p>Then, ask students to follow along silently as you read pages 6 and 7 aloud.</p> <p>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>“I jumped at the chance”</i>; <i>“After all these years, I was finally face to face with my favorite animal”</i>; <i>“I felt like I was part of the pack”</i>; <i>“cute little waddling, gray bundles of fur”</i>; <i>“sad to go”</i>; and <i>“the wolf country of my boyhood dreams.”</i></p> <p>Point out that the author writes in a positive way about wolves and repeatedly calls them his favorite animal</p> <p>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: <i>His pictures show wolves in their natural environments</i>; <i>“high on his iceberg throne.”</i></p>
---	--	---



Close Reading Guide:
“Face to Face” For Teacher Reference

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