



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

- 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.

Ongoing Assessment

- Answers to Text-Dependent Questions: “Face to Face” (continued from Lesson 1)
- Participation in co-creating Who Is the Wolf in Fact anchor chart



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Reviewing Homework (7 minutes)Unpacking Learning Targets (3 minutes)Work Time<ol style="list-style-type: none">Reading Closely: “Face to Face” (40 minutes)Closing and Assessment<ol style="list-style-type: none">Share and Debrief: Creating the Who Is the Wolf in Fact Anchor Chart (10 minutes)Homework<ol style="list-style-type: none">Read “Meet the Wolf,” pages 8–13, and record any unfamiliar vocabulary words.	<ul style="list-style-type: none">In this lesson, students continue closely reading the first section of <i>Face to Face with Wolves</i>. 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:<ul style="list-style-type: none">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.



Lesson Vocabulary	Materials
facts, details, discussions, point of view, extinct (5), admiration (6)	<ul style="list-style-type: none">• Index cards (two per student)• Single-hole punch (one per student)• Metal ring (from Unit 1, Lesson 2; students’ own)• <i>Face to Face with Wolves</i> (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)



Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Reviewing Homework (7 minutes)</p> <ul style="list-style-type: none">• Ask students to take out the list of unfamiliar words from <i>Face to Face with Wolves</i> 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:<ul style="list-style-type: none">* “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.	



Opening (continued)	Meeting Students’ Needs
<p>B. Unpacking Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Focus students’ attention on the posted learning targets and ask them to chorally read each one aloud:<ul style="list-style-type: none">* “I can identify specific facts and details about the appearance and behaviors of wolves from <i>Face to Face with Wolves</i>.”* “I can actively listen and share in discussions with my peers.”* “I can find the meanings of unfamiliar words to help me better understand <i>Face to Face with Wolves</i>.”* “I can identify the author’s point of view about wolves.”• Underline key terms from the targets that students may be unfamiliar with: <i>facts</i>, <i>details</i>, <i>discussions</i>, and <i>point of view</i>.• 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.	<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. Reading Closely: “Face to Face” (40minutes)</p> <ul style="list-style-type: none">• Remind students that they have been reading the first section of <i>Face to Face with Wolves</i>, “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:<ul style="list-style-type: none">* “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 <i>Face to Face with Wolves</i>. Review by asking:<ul style="list-style-type: none">* “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:<ul style="list-style-type: none">* “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.	



Closing and Assessment	Meeting Students’ Needs
<p>A. Share and Debrief: Creating the Who Is the Wolf in Fact Anchor Chart (10 minutes)</p> <ul style="list-style-type: none">• 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:<ul style="list-style-type: none">* “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:<ul style="list-style-type: none">– “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:<ul style="list-style-type: none">– “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
<ul style="list-style-type: none">• Read “Meet the Wolf,” pages 8–13, and record any unfamiliar vocabulary words.	



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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:	



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



Who Is the Wolf in Fact Anchor Chart
For Teacher Reference

Other Interesting Facts	Page



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



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

pups are playful—stalk, pounce, wrestle, and chew on each other every adult in the pack helps take care of the pups and elder or injured members of the pack		p. 13 p. 13 p. 13 p. 16 p. 17	
Ideas about Setting		Page	
Where wolves live: North Woods of Minnesota deep, dense woods the high Arctic icebergs babies live in a hole or cave that the alpha pair finds or digs in the ground northern Rocky Mountains of Yellowstone National Park and in Idaho adapted to many environments, including prairies, woods, deserts, and arctic regions live mainly in remote wilderness areas in Canada, northern United States, and parts of Europe and Asia		p. 5 p. 5 p. 6 p. 6 p. 16 p. 22 p. 28 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	p. 18
be trapped by a human	p. 12	starve to death	
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		



Who Is the Wolf in Fact Anchor Chart

Answers For Teacher Reference

like bears, coyotes, or other wolves starve or suffer from diseases be hit by cars be injured by the flying hooves of their prey habitat loss	p. 28 p. 28 p. 28 p. 29	may join with other lone wolves to mate and form new packs the pack may split into two packs and the new pack finds its own territory paw might not heal right; relies on other wolves to hunt food for it starve to death	p. 10 p. 11 p. 18 p. 19
Other Interesting Facts			Page
two species of wolves in North America—the red wolf and the gray wolf leave pups in the care of a babysitter prey on animals that are sick, weak, injured, old, or young 5,000 wolves in the lower 48 states, 6,000–7,000 in Alaska gray wolves are not endangered, but red wolves are dogs and wolves are related to each other wild wolves live 6–8 years can eat 20 lbs. of meat at a sitting or can go two weeks without eating			p. 9 p. 15 p. 19 p. 21 p. 28 p. 28 p. 28 p. 29