



EXPEDITIONARY  
LEARNING

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

## **Reading about Real Wolves: “Meet the Wolf”**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can ask questions to deepen my understanding of informational text. (RI.3.1)  
I can answer questions using specific details from informational text. (RI.3.1)  
I can determine the meaning of unknown words in informational text. (RI.3.4)

Supporting Learning Targets

- I can determine the gist of the section “Meet the Wolf.”
- I can actively listen and share in discussions with my peers.
- I can ask questions to help me better understand a section from *Face to Face with Wolves*.
- I can find the meanings of unfamiliar words to help me better understand *Face to Face with Wolves*.

Ongoing Assessment

- Answers to Text-Dependent Questions: “Meet the Wolf”
- Participation in creating the Asking Questions to Show Understanding anchor chart
- “Meet the Wolf” Vocabulary note-catcher
- Vocabulary cards



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Unpacking Learning Targets (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Reading “Meet the Wolf” for Gist (20 minutes)</li><li>B. Asking Questions to Show Understanding (10 minutes)</li><li>C. A Closer Look at Words: “Meet the Wolf” (20 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Share (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Reread “Meet the Wolf” and self-assess fluency.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students begin closely reading the second section, “Meet the Wolf.” The close reading process is meant to help students deeply understand a section of the text. Students read and reread to deconstruct the meaning of the text and then reconstruct a deeper meaning using evidence from the text. The teacher uses questioning geared toward a focus question to make the text accessible to students.</li><li>• This close read sequence, which begins in this lesson and continues in Lesson 4, is designed as two lessons; however, depending on the needs of your class, you may split this close reading into three lessons. This pattern was established in Lessons 1 and 2 and repeats throughout the unit.</li><li>• As in Lessons 1 and 2, the Text-Dependent Questions: “Meet the Wolf” are meant to be discussion-based.</li><li>• In this lesson, students read “Meet the Wolf” for gist. They then ask questions to show understanding and will refer to these questions in Lesson 4.</li><li>• Students also focus on vocabulary from “Meet the Wolf.”. You may choose to include additional words from the section during this part of the lesson. Certain words (territory/territorial, social, communicate) are not touched on in this lesson as they are discussed in depth during the close read in Lesson 4.</li><li>• The end goal of Lessons 3 and 4 is for students to be able to answer the focus question posed during Work Time A, “What does the author mean when he says ‘wolves are social animals’? Explain what wolves do that make them social animals.” Students are given the opportunity to do so in Lesson 4.</li><li>• In advance:<ul style="list-style-type: none"><li>– Review: Mix and Mingle in Checking for Understanding techniques (see Appendix).</li><li>– Prepare Asking Questions to Show Understanding anchor chart.</li><li>– Post: Learning targets; Close Readers Do These Things anchor chart; Asking Questions to Show Understanding anchor chart.</li></ul></li></ul>



Lesson Vocabulary	Materials
questions, understand, trust (9), species, pack (10), alpha pair, dominant (13)	<ul style="list-style-type: none"><li>• <i>Face to Face with Wolves</i> (book; one per student and one to display)</li><li>• Text-Dependent Questions: “Meet the Wolf” (one per student and one to display)</li><li>• Close Readers Do These Things anchor chart (begun in Module 1, Unit 1, Lesson 2)</li><li>• Sticky notes (seven per student)</li><li>• Close Reading Guide: “Meet the Wolf” (for teacher reference)</li><li>• Asking Questions to Show Understanding anchor chart (new; co-created with students during Work Time B)</li><li>• “Meet the Wolf” Vocabulary note-catcher (one per student and one to display)</li><li>• “Meet the Wolf” Vocabulary note-catcher (answers, for teacher reference)</li><li>• Index cards (two per student)</li><li>• Single-hole punch (one per student)</li><li>• Metal ring (from Unit 1, Lesson 2; students’ own)</li><li>• Fluency Self-Assessment (from Unit 1, Lesson 2; one per student; see also in stand-alone from Fluency Resource)</li></ul>



Opening	Meeting Students’ Needs
<p><b>A. Unpacking Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students’ attention to the posted learning targets and ask them to read aloud with you:<ul style="list-style-type: none"><li>* “I can determine the gist of the section ‘Meet the Wolf.’”</li><li>* “I can actively listen and share in discussions with my peers.”</li><li>* “I can ask questions to help me better understand a section from <i>Face to Face with Wolves</i>.”</li><li>* “I can find the meanings of unfamiliar words to help me better understand <i>Face to Face with Wolves</i>.”</li></ul></li><li>• Ask students to Think-Pair-Share:<ul style="list-style-type: none"><li>* “What words do you think are most important in today’s learning target? What will we be focusing on as we read, think, write, and talk?”</li></ul></li><li>• Validate student responses and explain that today they will be reading a new section of <b><i>Face to Face with Wolves</i></b>, “Meet the Wolf.” Tell students that in this lesson they will read for gist, learn how to ask questions to help them understand a text, and take a closer look at important vocabulary words from the new section.</li><li>• Explain that in Lesson 4, students will reread “Meet the Wolf” more closely and write a short paragraph responding to what they have read. Tell students that they will use this same process throughout the rest of this unit to read this text and research wolves.</li></ul>	<ul style="list-style-type: none"><li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li></ul>



Work Time	Meeting Students’ Needs
<p><b>A. Reading “Meet the Wolf” for Gist (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute the <b>Text-Dependent Questions: “Meet the Wolf”</b> and explain that they will discuss questions about the text and use this form to record their thinking, just as they used did in Lessons 1 and 2 with “Face to Face.”</li> <li>• Cold call a student to read the focus question at the top of the sheet: <ul style="list-style-type: none"> <li>* “What does the author mean when he says that ‘wolves are social animals’? Explain what wolves do that make them social animals.”</li> </ul> </li> <li>• Explain to students that after reading this section closely, they will be able to answer this focus question.</li> <li>• Direct students’ attention to the posted <b>Close Readers Do These Things anchor chart</b> and quickly review it. Tell students that the text they will read is challenging and may have unfamiliar words. Reassure them that just like when they read folktales in Unit 1, they are not expected to understand the passage fully the first time. Remind students that one key to being a strong reader of difficult text is being willing to reread and to struggle with difficult parts of the text.</li> <li>• Display and invite students to turn to page 9 in <i>Face to Face with Wolves</i>. Build up the excitement; this section will give them new information that they can draw on when writing their own wolf stories.</li> <li>• Distribute seven <b>sticky notes</b> per student.</li> <li>• Tell students that, just as with “Face to Face,” you are going to read this section aloud and you would like them to read along silently and listen for the gist, or what it is mostly about.</li> <li>• Read pages 9–13, pausing after each paragraph and asking students to turn to a partner and discuss: <ul style="list-style-type: none"> <li>* “What was that paragraph mostly about?”</li> </ul> </li> <li>• Cold call various pairs. As a class, agree on a gist statement for the paragraph, and ask students to record it on a sticky note.</li> <li>• After the first read of the text is complete, ask: <ul style="list-style-type: none"> <li>* “Overall, what is this section about?”</li> </ul> </li> <li>• Listen for students to say something similar to: “This section explains how wolves live and interact with each other.”</li> <li>• Invite students to record this final gist statement in the first row of their Text-Dependent Questions: “Meet the Wolf.”</li> <li>• Using the teaching notes and questions in Row 2 of the <b>Close Reading Guide: “Meet the Wolf,”</b> guide students through examining the photographs and captions in this section, inviting them to Think-Pair-Share and discuss the prompt as necessary. Stop students after the second row and tell them that they will continue rereading the rest of the text in the next lesson. Have students place this sheet in a folder or notebook so they can continue work on it tomorrow.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Provide ELLs with a sentence starter or frame to aid in language production. For example: “This section is mostly about ____.”</li> </ul>



Work Time (continued)	Meeting Students’ Needs
<p><b>B. Asking Questions to Show Understanding (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Explain to students that readers not only answer questions about a text to show what they understand about it, but they also ask <i>questions</i> that will help them better <i>understand</i> what they are reading. Remind students that they practiced this in Unit 1 when reading fiction. Tell students that they will continue to practice this in Unit 2, asking questions about what they read in <i>Face to Face with Wolves</i>.</li><li>• Direct students’ attention to the posted <b>Asking Questions to Show Understanding anchor chart</b>.</li><li>• Explain to students that they will be using this anchor chart to record the questions they have while reading this text.</li><li>• Cold call a student to read the headings on the chart:<ul style="list-style-type: none"><li>* “Questions that will help us better understand the text”</li><li>* “How we might find the answer”</li><li>* “Answer (complete when found)”</li></ul></li><li>• Model asking a question about the text using page 9, “That photograph of the wolf on the iceberg turned out to be the most important picture I would ever make.”</li><li>• Think aloud, being sure to model:<ul style="list-style-type: none"><li>– Asking a question based on this line from the text. For example: “What picture is the author referring to? Why is the photograph of the wolf on the iceberg the most important photo he would ever make?”</li><li>– Thinking about where we might find the answer. For example: “Rereading the text,” and “Read more of this text.”</li><li>– Rereading page 8 to find the picture the author is referring to.</li><li>– Reading on in the text to think about the answer. For example: “The text says he shot six frames before the wolf left and only one of the six turned out how he wanted it to. He didn’t have many chances to get the picture right, and when he did get it he realized he had a lot more to learn about wolves.”</li><li>– Using the anchor chart to record your thinking.</li></ul></li><li>• Then, invite students to look back through “Meet the Wolf,” pages 8–13, and find part of the text that they do not understand. Ask students to think about questions they have that will help them better understand this section.</li><li>• Circulate to support. Prompt students by asking: “After reading this section, what are you wondering about?”; “Are there parts that don’t make sense?”; or “After reading this section, are there any words you are still not sure of the meaning of?”</li><li>• After 3 or 4 minutes, invite a few students to share out whole group and listen for questions like:</li></ul>	



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"><li>– “What does ‘shot six frames’ mean?”</li><li>– “Why would a mother move her pups to a new area ‘out in the open’? Isn’t this dangerous?”</li><li>– “What is a species?”</li></ul> <ul style="list-style-type: none"><li>• Record two or three strong questions on the Asking Questions to Show Understanding anchor chart.</li></ul>	
<p><b>C. A Closer Look at Words: “Meet the Wolf” (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Redirect students’ attention to the posted learning targets and focus on the last target.</li><li>• Ask students to turn and talk:<ul style="list-style-type: none"><li>* “What strategies can you use to determine the meaning of words and phrases you may not know the meaning of?”</li></ul></li><li>• Allow students 1 minute to discuss ideas with partners.</li><li>• Cold call a few pairs to share out. Answers will vary, but listen for students to mention strategies they have used in previous modules to determine the meaning of unfamiliar terms.</li><li>• Then, ask students to take out the unfamiliar vocabulary words they identified in the homework from the previous lesson.</li><li>• Invite students to turn and talk:<ul style="list-style-type: none"><li>* “What words did you record that you didn’t know the meaning of?”</li></ul></li><li>• Cold call on students to share some words. List these words on the board. Students may identify: <i>trust</i>, <i>species</i>, common, climates, <i>alpha pair</i>, attitudes, boundaries, social, and track.</li><li>• Remind students that one way they can determine the meaning of unknown words is by looking at clues in the story around the word.</li><li>• Distribute the “<b>Meet the Wolf</b>” Vocabulary note-catcher.</li><li>• Read the last sentence of the first paragraph on page 9 aloud: “Since then, I’ve learned more about wolves and how to gain their trust.”</li><li>• Ask students to Think-Pair-Share what the word “trust” means and cold call a few students to share their thinking.</li></ul>	





Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• If necessary, briefly think aloud with the word “trust”: “When I read this sentence, I know that it’s saying that the author learned more about wolves. It also says that he gained their trust. Gained means to get or earn, so what was the author earning? He was taking a picture of a wolf on an iceberg and then the wolf walked away, so the wolf probably left because he did not want to be near the author. It says the author learned how to gain their trust, so that must mean he learned how to make the wolves not afraid of him and accept him so they would stay nearby. So ‘trust’ must be a word that means ‘accepting or unafraid.’ The wolves were afraid of the author at first, but eventually accepted him and trusted that he would not hurt them.”</li><li>• Ask students to take 10 minutes to work on the words “species,” <i>pack</i>, “alpha pair,” and <i>dominant</i> with a partner.</li><li>• Allow students to share whole class to check understanding for all. Listen for definitions such as:<ul style="list-style-type: none"><li>– “A species is a group of animals that look similar and can breed with one another; offspring can also breed successfully. The two species of wolves in North America are the red wolf and the gray wolf.”</li><li>– “Packs are wolf families. Wolves live together in packs, which have a mother, father, and their offspring.”</li><li>– “The alpha pair are the leaders of a pack. The alpha female is the mother of a pack and the alpha male is the father of the pack.”</li><li>– “Dominant means stronger, more powerful. The most dominant wolves in a pack are the alpha pair.”</li></ul></li><li>• Distribute <b>index cards</b> to students.</li><li>• Invite students to choose two words from their note-catchers, writing one word on the front of each index card.</li><li>• Remind students that on the back of each index card they will write the meaning of the word or phrase written on the front.</li><li>• Invite students to independently record a definition on the back of their index cards for each of the words they wrote down. Then, have students draw an example of the word on the back of the index cards.</li><li>• When students have finished sharing, distribute <b>single-hole punches</b>.</li><li>• Ask students to punch holes in their new index cards then add them to their <b>metal rings</b>.</li></ul>	



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Share (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to use Mix and Mingle to share the words they added to their Vocabulary cards.</li><li>• After a few minutes, cold call several students to share what they discussed with their classmates.</li><li>• Explain that in the next lesson, they will closely reread this section of <i>Face to Face with Wolves</i>.</li><li>• Distribute the <b>fluency self-assessment</b> and explain to students they will reread “Meet the Wolf” for homework, self-evaluate their fluency, and set a personal fluency goal. Remind students that this was a homework routine they used in Unit 1 as well.</li></ul>	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Reread “Meet the Wolf” aloud in front of a mirror.</li><li>• Self-assess your fluent reading skills using the fluency self-assessment.</li><li>• Choose ONE area of fluent reading to practice (e.g., rate and accuracy, phrasing and punctuation, etc.) and draw a star in that row to show this is what you will work on.</li><li>• Reread “Meet the Wolf” aloud in front of the mirror at least two more times to practice mastering the ONE area of fluency you starred.</li></ul>	



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

## Supporting Materials



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Text-Dependent Questions:  
“Meet the Wolf”

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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

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



Text-Dependent Questions:  
“Meet the Wolf”

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



### Writing Prompt

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

A quality response will:

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

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

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Close Reading Guide:

“Meet the Wolf” For Teacher Reference

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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

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

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



Close Reading Guide:  
“Meet the Wolf” For Teacher Reference

Complete Rows 1 and 2 only; the remaining questions will be completed in the next lesson.

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

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

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

A quality response will:

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

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

Wolves are social animals. They live with other wolves and work together to

survive. One thing that wolves do that makes them social is live in packs. A pack

is usually made up of the alpha pair and their offspring. The alpha pair are the

mother and father and the offspring are their pups. Another thing wolves do that

makes them social is communicate. They share ideas and messages through

smells, sounds like growling or howling, and body language. These are just a few

things wolves do that make them social.



Asking Questions to Show Understanding Anchor Chart  
For Teacher Reference

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

*Note: You may need to add rows/paper to this chart throughout the unit as questions are added by students.*

**Asking Questions to Show Understanding**

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



“Meet the Wolf” Vocabulary Note-catcher

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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

1. **trust (9)**

“Since then, I’ve learned more about wolves and how to gain their <b>trust</b> .”		
What does this word mean?	What clues helped you determine the meaning?	What does this tell you about wolves?

2. **species (9)**

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



“Meet the Wolf” Vocabulary Note-catcher

3. **pack (10)**

“Wolf families are called <b>packs</b> .”		
What does this word mean?	What clues helped you determine the meaning?	What does this tell you about wolves?

4. **alpha pair (10)**

“The pack consists of a mother and father, called the <b>alpha pair</b> , and their offspring.”		
What does this word mean?	What clues helped you determine the meaning?	What does this tell you about wolves?

5. **dominant (13)**

“The <b>dominant</b> wolf holds its tail high.”		
What does this word mean?	What clues helped you determine the meaning?	What does this tell you about wolves?



“Meet the Wolf” Vocabulary Note-catcher  
Answers For Teacher Reference

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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

**1. trust (9)**

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

**2. species (9)**

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



“Meet the Wolf” Vocabulary Note-catcher  
Answers For Teacher Reference

3. **pack (10)**

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

4. **alpha pair (10)**

“The pack consists of a mother and father, called the <b>alpha pair</b> , and their offspring.”		
What does this word mean?	What clues helped you determine the meaning?	What does this tell you about wolves?
<i>the leaders of a pack</i>	<i>The alpha female is the mother of a pack and the alpha male is the father of the pack.</i>	<i>It tells me that wolves have different roles within a pack.</i>

5. **dominant (13)**

“The <b>dominant</b> wolf holds its tail high.”		
What does this word mean?	What clues helped you determine the meaning?	What does this tell you about wolves?
<i>stronger, more powerful</i>	<i>The weaker wolf slinks along and rolls over on its back.</i>	<i>It tells me that the strongest and most powerful wolves in a pack are the alpha pair.</i>