



EXPEDITIONARY
LEARNING

Grade 3: Module 3B: Unit 2: Lesson 6

Reading about Real Wolves: “Life in the Pack”



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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 determine the main idea of an informational text. (RI.3.2)

I can retell key ideas from an informational text. (RI.3.2)

I can determine the meaning of unknown words in informational text. (RI.3.4)

Supporting Learning Targets

- I can identify the main idea and supporting details of the section “Life in the Pack.”
- 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: “Life in the Pack”
- Participation in adding to the Asking Questions to Show Understanding anchor chart
- “Life in the Pack” Vocabulary note-catcher, Part 2
- Vocabulary cards



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader and Unpacking Learning Targets (7 minutes)2. Work Time<ol style="list-style-type: none">A. Reading “Life in the Pack” for Main Idea and Supporting Details (28 minutes)B. Asking Questions to Show Understanding (5 minutes)C. A Closer Look at Words: “Life in the Pack” (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Share (5 minutes)4. Homework<ol style="list-style-type: none">A. Reread “Life in the Pack”; self-assess fluency; reflect and refine goals.	<ul style="list-style-type: none">• In this lesson, students continue to closely read the third section of <i>Face to Face with Wolves</i>, “Life in the Pack.” Students already read the first two pages of this section during the Mid-Unit 2 Assessment (in Lesson 5). Now, they read the entire section for gist and ask questions to help them understand the text. They will then focus on vocabulary from pages 17–19 of this section. In Lesson 7, students will closely reread pages 17–19, and in Lesson 8 they will write an informational paragraph responding to the focus question from the close read.• This close read sequence, which begins in this lesson and continues in Lessons 7 and 8, is designed as three lessons; however, depending on the needs of your class, you may choose to split this close reading into four lessons instead. This pattern is similar to previous lessons in the unit and repeats once more after this sequence of lessons.• The end goal of these three lessons is for students to be able to answer the focus question posed during Work Time A, “How does living in a pack help wolves survive?” Students are given the opportunity to do so in Lessons 7 and 8.• Students focus on vocabulary from pages 17–19 in this lesson. You may choose to include additional words from the section during this part of the lesson. Certain words (prey, herd) are not touched on in this lesson, as they are discussed in depth during Lesson 7.• In advance:<ul style="list-style-type: none">– Review: Mix and Mingle and Milling to Music in Checking for Understanding techniques (see Appendix)..– Post: Learning targets; Close Readers Do These Things anchor chart; Asking Questions to Show Understanding anchor chart.



Lesson Vocabulary	Materials
main idea, supporting details, elder (17), jaws (18), discord, starvation (19)	<ul style="list-style-type: none">• Single-hole punch (one per student)• Metal ring (from Unit 1, Lesson 2; students’ own)• Text-Dependent Questions: “Life in the Pack” (one per student and one to display)• Close Readers Do These Things anchor chart (begun Module 1, Unit 1, Lesson 2)• Close Reading Guide: “Life in the Pack” (for teacher reference)• <i>Face to Face with Wolves</i> (book; one per student and one to display)• Asking Questions to Show Understanding anchor chart (begun in Lesson 3)• “Life in the Pack” Vocabulary note-catcher, Part 2 (one per student and one to display)• “Life in the Pack” Vocabulary note-catcher, Part 2 (answers, for teacher reference)• Index cards (two per student)• Fluency self-assessment (from Lesson 3; one per student)



Opening	Meeting Students’ Needs
<p>A. Engaging the Reader and Unpacking Learning Targets (7 minutes)</p> <ul style="list-style-type: none">• Ask students to take out the Vocabulary cards they completed for homework.• Review Milling to Music if necessary.• Tell students to quickly mill to find a partner they have not worked with recently. Once students are partnered, ask them to share one word they added to their Vocabulary cards with one another.• After 1 or 2 minutes, invite a few students to share their ideas whole group.• Tell students to quickly mill to find a new partner. Once students are partnered, ask them to share another word they added to their Vocabulary cards with one another.• When students have finished sharing, ask them to return to their seats.• Distribute a single-hole punch to each student.• Ask students to punch holes in their new index cards and add them to their metal rings.• Focus students on the learning targets and ask them to read aloud with you:<ul style="list-style-type: none">* “I can identify the main idea and supporting details of the section ‘Life in the Pack.’”* “I can actively listen and share in discussions with my peers.”* “I can ask questions to help me better understand a section from <i>Face to Face with Wolves</i>.”* “I can find the meanings of unfamiliar words to help me better understand <i>Face to Face with Wolves</i>.”• Ask students to Think-Pair-Share:<ul style="list-style-type: none">* “What types of strategies have we used to meet these learning targets?”• Listen for students to explain reading a text paragraph by paragraph when determining the gist, asking questions about sections they do not understand and recording these questions on an anchor chart, and using context clues to help them determine the meaning of words.• Explain to students that today, they will continue reading “Life in the Pack” and will continue practicing to meet these learning 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 “Life in the Pack” for Main Idea and Supporting Details (28 minutes)</p> <ul style="list-style-type: none">• Explain to students that over the next two lessons, they will continue to closely read the section they began for the mid-unit assessment, “Life in the Pack.”• Distribute the Text-Dependent Questions: “Life in the Pack.”• Explain that students will discuss questions about the text and use this form to record their thinking, just as they used did when they read “Face to Face” and “Meet the Wolf.”• Cold call a student to read the focus question at the top of the sheet:<ul style="list-style-type: none">* “How does living in a pack help wolves survive?”• Explain to students that after reading this section closely, they will be able to answer this focus question.• Direct students’ attention to the posted Close Readers Do These Things anchor chart and review if necessary.• 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 struggle with difficult parts of the text.• Display and invite students to turn to page 15 in Face to Face with Wolves. Build up the excitement; this section will give them new information that they can draw on when writing their own wolf stories.• Using the teaching notes and questions in Rows 1–2 of the Close Reading Guide: “Life in the Pack” (for teacher reference), guide students through reading 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.• Stop students after the third 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 to work on it tomorrow.	<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
<p>B. Asking Questions to Show Understanding (5 minutes)</p> <ul style="list-style-type: none">• Remind students that readers not only answer questions about a text to show what they understand it, but also ask questions that will help them better understand what they are reading. Remind students that they practiced this in Unit 1 when reading fiction, and started practicing it with <i>Face to Face with Wolves</i> in Lesson 3.• Direct students’ attention to the Asking Questions to Show Understanding anchor chart.• Remind students that they have been using this anchor chart to record the questions they have while reading this text.• Cold call a student to read the headings on the chart:<ul style="list-style-type: none">* “Questions that will help us better understand the text”* “How we might find the answer”* “Answer (complete when found)”• Invite students to turn and talk:<ul style="list-style-type: none">* “Have any of our questions been answered?”* Listen for students reading through the questions on the chart and noticing which questions they have found answers to.• Cold call on several partnerships, recording students’ answers on the anchor chart as necessary.• Then, invite students to look back through “Life in the Pack” (pages 17–19) 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. If needed while students are working, prompt by asking:<ul style="list-style-type: none">* “After reading this section, what are you wondering about?”* “Are there parts that don’t make sense?”* “After reading this section, are there any words you are still not sure of the meaning of?”• After 3 or 4 minutes, invite a few students to share out whole group and listen for questions like:<ul style="list-style-type: none">* “What does ‘food and water sources’ mean?”* “Why would the alpha pair move the pups to new rendezvous sites often?”* “What is a predator?”• Record two or three strong questions on the anchor chart.	



Work Time (continued)	Meeting Students’ Needs
<p>C. A Closer Look at Words: “Life in the Pack” (15 minutes)</p> <ul style="list-style-type: none">• Explain to students that before they closely read pages 17–19 of the text in the next lesson, they will work with some of the important vocabulary words from these pages.• Remind students that one way they can determine the meaning of unknown words is by looking at clues in the story around the word.• Distribute the “Life in the Pack” Vocabulary note-catchers, Part 2.• Read the first sentence of the last paragraph on page 17 aloud: “The pack will also share in caring for elder or injured members of the pack.”• Ask students to Think-Pair-Share:<ul style="list-style-type: none">* “What does the word <i>elder</i> mean?”• Cold call a few students to share their thinking. Listen for definitions such as:<ul style="list-style-type: none">– “Elder means older; The wolves take care of the hurt wolves and older wolves in their pack.”• Give students 10 minutes to work on the terms <i>jaws</i>, <i>discord</i>, and <i>starvation</i> with a partner.• Ask volunteers to share whole class to check understanding for all. Listen for definitions such as:<ul style="list-style-type: none">– “Jaws are the bones of the face where teeth grow. Wolves have very strong jaws which help them catch the animals they hunt.”– “Discord means harsh or unpleasant sounds. Wolves howl together to create discord—loud, unpleasant sounds. This tricks other animals into thinking that the wolf pack is bigger than it actually is.”– “Starvation means suffering from not having any food. Wolf pups often die because of starvation, or not having enough food.”• Distribute index cards to students.• Invite students to choose two words from their note-catchers, 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 on the front.• Invite students to independently 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 the index cards.• Ask students to punch holes in their new index cards then add them to their metal rings.	



Closing and Assessment	Meeting Students’ Needs
<p>A. Share (5 minutes)</p> <ul style="list-style-type: none">• Invite students to use Mix and Mingle to share the words they added to their Vocabulary cards.• After a few minutes, cold call several students to share what they discussed with their classmates.• Explain that in the next lesson, students will closely reread this section of <i>Face to Face with Wolves</i>.• Then, tell students they will continue to use their fluency self-assessments from Lesson 3 as they reread “Life in the Pack” for homework, self-evaluate their fluency, reflect on their progress toward the fluency goal they set, and revise their goals as needed.	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Reread “Life in the Pack” aloud.• Choose one page to reread at least twice aloud in front of a mirror.• Then, reflect:<ul style="list-style-type: none">– “How close am I to reaching the fluency goal I set? Explain.”– “Do I need to set a new goal? If so, what new goal should I set?”• Write your reflections on the back of your fluency self-assessment and star your new goal, if you set one.	<ul style="list-style-type: none">• If available, provide an audio recording of <i>Face to Face with Wolves</i> for struggling readers to read along with to hear models of and practice fluency skills.• Allow students who struggle with writing to dictate their reflections to someone at home to scribe for them or provide a handheld recording device for students to record their thinking into.



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Grade 3: Module 3B: Unit 2: Lesson 6

Supporting Materials



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Text-Dependent Questions:
“Life in the Pack”

Name: _____

Date: _____

Focus Question: How does living in a pack help wolves survive?

Directions	Questions
1. Read the section, “Life in the Pack.” Then use details from the text to answer the questions on the right.	What is the main idea of the section “Life in the Pack”? What key details from the text help you understand the main idea?
2. Examine the photographs and captions in this section. Then use details from the text to answer the question on the right.	In the last chapter, we learned that wolves are social animals. Look at the photographs and captions in this section. What evidence do you see to support that idea?
3. Reread page 18 . Then use details from the text to answer the questions on the right.	The text says other wolves “show him respect.” Who are the wolves showing respect to?



Text-Dependent Questions:
“Life in the Pack”

	<p>Why are they showing this wolf respect?</p> <p>What do the other wolves do to show this wolf respect?</p>
<p>4. Reread page 19. Then use details from the text to answer the questions on the right.</p>	<p>What do you think <i>prey</i> means? What words in the text make you think so?</p> <p>The text says, “A wolf pack works together to hunt large prey.” Why might the pack have to work together to hunt these animals?</p>



Text-Dependent Questions:
“Life in the Pack”

5. Reread the sidebar “Hungry Like a Wolf” on page 19 . Then use details from the text to answer the questions on the right.	<p>What do you think <i>herd</i> means? What words in the text make you think so?</p> <p>What is the main idea of this sidebar?</p> <p>What facts and details does the author use to support this idea?</p>
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6. Working with a partner, look back through **pages 17–19** to find evidence to complete the graphic organizer below.

How does living in a pack help wolves survive?

What the Pack Does	Page	How This Helps the Wolves Survive
Adults move cubs often	16	Keeps them near food and water sources



Writing Prompt

After reading “Life in the Pack,” what have you learned about how living in a pack helps wolves survive?

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.



Close Reading Guide:
“Life in the Pack” For Teacher Reference

Name: _____

Date: _____

Focus Question: How does living in a pack help wolves survive?

Directions	Questions	Teaching Notes
1. Read the section, “Life in the Pack.” Then use details from the text to answer the questions on the right.	<p>What is the main idea of the section “Life in the Pack”?</p> <p>What key details from the text help you understand the main idea?</p>	<p>Point out that this question is asking for the main idea of the section. Explain to students that <i>main idea</i> is another way of saying the gist.</p> <p>Read pages 17–19 aloud, stopping after each paragraph and asking students what that paragraph was mostly about. You may also have students read and think about the gist of certain paragraphs independently. 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 is about how wolves work together in a pack.</i></p> <p>Explain to students that it is important to identify details from the text that support the main idea. Tell students that not only does this help a reader to understand a text better, but it is also a way to check that the main idea a reader has identified is correct.</p> <p>Model rereading page 15, looking for details that support the main idea. A detail you may highlight for students is in the first sentence is, “wolves live together and care for one another, just like humans.”</p> <p>Direct students to look through pages 14–19 with a partner, looking for and recording details that support the main idea.</p>



Close Reading Guide:

“Life in the Pack” For Teacher Reference

		<p>After 5 minutes, cold call students to share their responses. Listen for: <i>Wolf pups are dependent on their mother; adult wolves take care of the pups by bringing them food and water; the pack cares for elder or injured members; a wolf pack works together to hunt large prey.</i></p>
<p>2. Examine the photographs and captions in this section. Then use details from the text to answer the questions on the right.</p>	<p>In the last chapter, we learned that wolves are social animals. Look at the photographs and captions in this section. What evidence do you see to support that idea?</p>	<p>Direct students to look through pages 14–19 again, this time examining the photographs and captions. Read aloud the question and ask students to think about and record their responses.</p> <p>After several minutes, cold call on students to share their responses. Listen for: <i>The pups join the pack in howling; the pack leaves the pups with a babysitter who teaches the pups about being a wolf; wolves eat together; wolves howl together to make the pack appear much bigger to other packs.</i></p>
<p>Complete Rows 1–2 only; the remaining questions will be completed in the next lesson.</p>		
<p>3. Reread page 18. Then use details from the text to answer the questions on the right.</p>	<p>The text says other wolves “show him respect.” Who are the wolves showing respect to?</p> <p>Why are they showing this wolf respect?</p> <p>What do the other wolves do to show this wolf respect?</p>	<p>Remind students that they closely read pages 15–17 for the mid-unit assessment.</p> <p>Invite students to read the last paragraph on page 17 and the first paragraph on page 18 to themselves. Support struggling readers by reading this page aloud to them as they whisper read with you. Once all students have read page 18, read aloud the first question. Cold call a student to share their answer and listen for: <i>Broken Foot</i>.</p> <p>Direct students to read the second and third questions and discuss with a partner.</p> <p>After 2 or 3 minutes, cold call a few partnerships to share their responses with the whole class. Listen for: <i>He broke his paw and it never healed correctly; he can’t hunt large animals because of his injury; wolves share in caring for older and</i></p>



Close Reading Guide:

“Life in the Pack” For Teacher Reference

		<i>injured wolves in their pack and: they greet him and let him eat with them.</i>
4. Reread page 19 . Then use details from the text to answer the questions on the right.	<p>What do you think <i>prey</i> means? What words in the text make you think so?</p> <p>The text says, “A wolf pack works together to hunt large prey.” Why might the pack have to work together to hunt these animals?</p>	<p>Read aloud the last paragraph on page 19.</p> <p>Direct students to point to the word <i>prey</i> on page 19. 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>an animal hunted or killed by another animal for food and: “catch”; “such as deer, moose, caribou, musk oxen, bison, and elk.”</i></p> <p>Read the last question and direct students to look back to the text and record an answer. After 1 minute, cold call a few students to share out and listen for: <i>Large animals are too big and strong for a wolf to hunt alone; a wolf would not be able to fight it on its own because the large animals are too powerful; the pack can work together to trap and catch large animals.</i></p>
5. Reread the sidebar “Hungry Like a Wolf” on page 19 . Then use details from the text to answer the questions on the right.	<p>What do you think <i>herd</i> means? What words in the text make you think so?</p> <p>What is the main idea of this sidebar?</p> <p>What facts and details does the author use to support this idea?</p>	<p>Give students 3 or 4 minutes to read the sidebar on page 19 and write responses to all three questions.</p> <p>Then, direct students to discuss their thinking with a partner. After several minutes, cold call a few students to share their answers with the class.</p> <p>For the first question, listen for: <i>a group of animals of one kind living together and: “deer and other herds”; “other animal populations.”</i></p> <p>For the second question, listen for: <i>This sidebar describes how wolves help other animal herds stay healthy.</i></p> <p>Point out that the three bullet points are sequential and follow a cause-and-effect structure.</p>



Close Reading Guide:

“Life in the Pack” For Teacher Reference

		For the third question, listen for: <i>“wolves prey on animals that are weak”; “the strong healthy animals survive and reproduce”; “other animal populations get too numerous.”</i>																					
<p>6. Working with a partner, look back through pages 17–19 to find evidence to complete the graphic organizer below.</p> <p>How does living in a pack help wolves survive?</p> <table border="1"> <thead> <tr> <th>What the Pack Does</th><th>Page</th><th>How This Helps the Wolves Survive</th></tr> </thead> <tbody> <tr> <td>Adults move cubs often</td><td>16</td><td>Keeps them near food and water sources</td></tr> <tr> <td>Pups love to play</td><td>16</td><td>Practice for hunting and finding out who is dominant</td></tr> <tr> <td>Adults bring pups food</td><td>17</td><td>Makes sure the pups don't go hungry and are strong</td></tr> <tr> <td>One adult stays with the pups while the other adults hunt</td><td>17</td><td>protects the pups from predators, teaches them how to be wolves</td></tr> <tr> <td>Care for elder or injured wolves</td><td>17</td><td>Makes sure these weaker wolves have food and are safe from predators</td></tr> <tr> <td>Hunt together</td><td>19</td><td>Able to catch bigger prey like deer or moose</td></tr> </tbody> </table>		What the Pack Does	Page	How This Helps the Wolves Survive	Adults move cubs often	16	Keeps them near food and water sources	Pups love to play	16	Practice for hunting and finding out who is dominant	Adults bring pups food	17	Makes sure the pups don't go hungry and are strong	One adult stays with the pups while the other adults hunt	17	protects the pups from predators, teaches them how to be wolves	Care for elder or injured wolves	17	Makes sure these weaker wolves have food and are safe from predators	Hunt together	19	Able to catch bigger prey like deer or moose	<p>Direct students to look back through the text with a partner to answer the focus question, recording their thinking on the chart.</p> <p>Give students 4 or 5 minutes to reread pages 17–19 and find evidence in the text.</p> <p>Then cold call a few students to share their answers whole class. See chart to the left for examples of possible responses.</p>
What the Pack Does	Page	How This Helps the Wolves Survive																					
Adults move cubs often	16	Keeps them near food and water sources																					
Pups love to play	16	Practice for hunting and finding out who is dominant																					
Adults bring pups food	17	Makes sure the pups don't go hungry and are strong																					
One adult stays with the pups while the other adults hunt	17	protects the pups from predators, teaches them how to be wolves																					
Care for elder or injured wolves	17	Makes sure these weaker wolves have food and are safe from predators																					
Hunt together	19	Able to catch bigger prey like deer or moose																					



Writing Prompt

Answers For Teacher Reference

After reading “Life in the Pack,” what have you learned about how living in a pack helps wolves survive?

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.

Living in a pack helps wolves survive in many ways. Adult wolves help pups survive. They move the cubs often, which keeps them near food and water sources. They also bring the pups food so the pups don’t go hungry and can grow strong. Adult wolves help other adults survive, too. They care for elder or injured wolves by making sure the weaker wolves have food and are safe from predators. Wolves also hunt together, which allows them to catch bigger prey like deer or moose. Living in a pack helps wolves get food and stay safe.



“Life in the Pack” Vocabulary Note-catcher, Part 2

Name:

Date:

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

1. **elder (17)**

“The pack will also share in caring for elder or injured members of the pack.”		
What does this word mean?	What clues helped you determine the meaning?	What does this tell you about wolves?

2. **jaws (18)**

“Their powerful jaws and interlocking teeth help them to catch and hang onto their prey.”		
What does this word mean?	What clues helped you determine the meaning?	What does this tell you about wolves?



“Life in the Pack” Vocabulary Note-catcher, Part 2

3. **discord** (18)

“Wolves howl at different pitches to create discord .”		
What does this word mean?	What clues helped you determine the meaning?	What does this tell you about wolves?

4. **starvation** (19)

“Especially for pups, starvation is one of the main causes of death.”		
What does this word mean?	What clues helped you determine the meaning?	What does this tell you about wolves?



“Life in the Pack” Vocabulary Note-catcher, Part 2
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. elder (17)

“The pack will also share in caring for elder or injured members of the pack.”		
What does this word mean?	What clues helped you determine the meaning?	What does this tell you about wolves?
older	<p>Before this, the text talked about how wolves take care of the youngest wolves in the pack—the pups.</p> <p>The text goes on to explain that wolves care for injured members.</p> <p>Wolves care for the young and the hurt. They care for older wolves, too.</p>	<p>The wolves take care of the hurt wolves and older wolves in their pack.</p>



“Life in the Pack” Vocabulary Note-catcher, Part 2
Answers For Teacher Reference

2. **jaws (18)**

“Their powerful jaws and interlocking teeth help them to catch and hang onto their prey.”		
What does this word mean?	What clues helped you determine the meaning?	What does this tell you about wolves?
the bones of the face where teeth grow	They use the jaws and teeth to catch and hang onto their prey.	Wolves have very strong jaws which help them catch the animals they hunt.

3. **discord (18)**

“Wolves howl at different pitches to create discord .”		
What does this word mean?	What clues helped you determine the meaning?	What does this tell you about wolves?
harsh or unpleasant sounds	They howl to make discord.	Wolves howl together to create discord—loud, unpleasant sounds. This tricks other animals into thinking that the wolf pack is bigger than it actually is.



“Life in the Pack” Vocabulary Note-catcher, Part 2
Answers For Teacher Reference

4. **starvation (19)**

“Especially for pups, starvation is one of the main causes of death.”		
What does this word mean?	What clues helped you determine the meaning?	What does this tell you about wolves?
suffering from not having any food	Each wolf should have about 2 1/2 pounds of food a day. Wolves can go for long periods without eating.	Wolf pups often die because of starvation, or not having enough food.