



EXPEDITIONARY
LEARNING

Grade 3: Module 3B: Unit 2: Lesson 7

Reading Closely: “Life in the Pack”



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

- 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)
- I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2)
- I can conduct a research project to become knowledgeable about a topic. (W.3.7)
- I can document what I learn about a topic by taking notes. (W.3.8)
- I can sort evidence into provided categories. (W.3.8)

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 plan an informative paragraph about wolves using details from *Face to Face with Wolves*.

Ongoing Assessment

- Answers to Text-Dependent Questions: “Life in the Pack” (continued from Lesson 6)
- Paragraph Writing Accordion graphic organizer
- Participation in adding to the Who Is the Wolf in Fact anchor chart



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 (5 minutes)2. Work Time<ol style="list-style-type: none">A. Reading Closely: “Life in the Pack” (35 minutes)B. Partner Practice: Planning an Informational Paragraph (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Share and Debrief: Adding to the Who Is the Wolf in Fact Anchor Chart (10 minutes)4. Homework<ol style="list-style-type: none">A. Choose two italicized words from the Text-Dependent Questions: “Life in the Pack” and create Vocabulary cards for these words.	<ul style="list-style-type: none">• In this lesson, students continue closely reading pages 17–19 of the third section, “Life in the Pack.”• This close read sequence, which began in Lesson 6, is designed as three lessons; however, depending on the needs of your class, you may split this close reading into four lessons instead.• The end goal of Lessons 6–8 is for students to be able to answer the focus question posed in Lesson 6, “How does living in a pack help wolves survive?” Students are given the opportunity to begin to do so in this lesson by planning their paragraphs. They will write their paragraphs answering this question in Lesson 8.• When planning their paragraphs, students again use the Paragraph Writing Accordion anchor chart and graphic organizer to plan their writing. Students use this graphic organizer to write a paragraph in the next lesson and will continue to use this graphic organizer to plan and write informational paragraphs throughout this unit.• A completed Who Is the Wolf in Fact anchor chart was included in the supporting materials of Lesson 2 for teacher reference. This should be referred to throughout the unit 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: Paragraph Writing Accordion anchor chart.– Post: Learning targets; Close Readers Do These Things anchor chart; Informational Text anchor chart; Paragraph Writing Accordion anchor chart; Who Is the Wolf in Fact anchor chart.



Lesson Vocabulary	Materials
synthesize, informational paragraph, topic, detail, pack (10), territory (11), social (13), communicate	<ul style="list-style-type: none">• <i>Face to Face with Wolves</i> (book; one per student and one to display)• Text-Dependent Questions: “Life in the Pack” (from Lesson 6; 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: “Life in the Pack” (from Lesson 6; for teacher reference)• Informational Text anchor chart (begun in Lesson 1)• Paragraph Writing Accordion anchor chart (begun in Module 2A, Unit 1, Lesson 10)• Paragraph Writing Accordion graphic organizer (from Lesson 4; one new blank copy per student and one to display)• Paragraph Writing Accordion graphic organizer: “Life in the Pack” (for teacher reference)• Who Is the Wolf in Fact anchor chart (begun in Lesson 2)• Index cards (two per student)



Opening	Meeting Students’ Needs
<p>A. Engaging the Reader and Unpacking Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their fluency self-assessments with reflections recorded on the back from homework.• Remind students they were to self-assess fluency, reflect on individual progress, and then refine or revise their fluency goals.• Ask students to turn to a nearby partner with whom they have not worked recently, to share fluency reflections and refined or revised goals.• After 1 or 2 minutes, invite several students to share their thinking whole group.• Focus students’ attention on the 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 plan an informative paragraph about wolves using details from <i>Face to Face with Wolves</i>.”• Explain to students that these targets should be familiar to them since they have been working towards them throughout the unit. Clarify any misconceptions students may have about key terms or the targets as necessary.	<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: “Life in the Pack” (35 minutes)</p> <ul style="list-style-type: none">• Remind students that they have been closely reading the third section of <i>Face to Face with Wolves</i>, “Life in the Pack.” Invite students to take out their copy of the book and the Text-Dependent Questions: “Life in the Pack” and remind them that they are discussing questions about the text and using the form to record their thinking. Tell students that they will only be focusing on pages 17–19 of this section since they closely read pages 15–17 for the mid-unit assessment.• 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?”• 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 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 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 15 in <i>Face to Face with Wolves</i>.• Review by asking:<ul style="list-style-type: none">* “What is the main idea of this section?”• Listen for students to say something similar to: “This section is about how wolves work together in a pack.”• 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 answer questions that will help them to better understand the text and gather evidence to answer the focus question.• Tell students they will be doing this by rereading paragraphs, sometimes on their own and sometimes with a partner, and discussing the text as they read. Starting with Row 4 of the Close Reading Guide: “Life in the Pack” (for teacher reference), 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.	



Work Time (continued)	Meeting Students’ Needs
<p>B. Partner Practice: Planning an Informational Paragraph (10 minutes)</p> <ul style="list-style-type: none">• Explain to students that they will now synthesize what they have learned about wolves and plan an informational paragraph responding to the focus question for this section:<ul style="list-style-type: none">* “How does living in a pack help wolves survive?”• Remind students that great writers do not just start writing. Great writers make sure they have good information about their topic. Ask:<ul style="list-style-type: none">* “What will be the topic of our paragraph?”• Listen for students referring back to the focus question by saying something like: “We will be explaining how living in a pack helps wolves survive.”• Remind students that in doing the close reading of this section, they gathered information about wolves and that now they need to plan and organize that information before they start writing.• Ask students to look through the work they have done on this section and determine where they will be most likely to find information that can be used in the paragraph. Be sure students realize that the chart they completed at the end of the text-dependent questions offers many facts and details to choose from when writing.• Remind students that the paragraphs they will be writing are informational paragraphs.• Draw students’ attention to the posted Informational Text anchor chart and review characteristics of informational texts. Ask:<ul style="list-style-type: none">* “What features should our paragraphs have if they are informational paragraphs?”• Listen for responses like: “They should have a clear main idea and details that support the main idea”; “The topic should be developed with facts, definitions, and details from what we have read about wolves”; or “They ‘wrap up’ with a concluding statement.”• Redirect students’ attention to the posted Paragraph Writing Accordion anchor chart and review.• Distribute a blank Paragraph Writing Accordion graphic organizer to each student. Invite students to work with a partner to choose information and complete the graphic organizer. If needed, model completing one row of the graphic organizer.• Circulate and support students as they work. You may wish to pull a small group of students who struggled with this task in Lesson 4. If necessary, use the completed Paragraph Writing Accordion graphic organizer: “Life in the Pack” in the supporting materials to model filling in the Topic box (being sure to restate the focus question), as well as the Detail, Explanation, and Conclusion boxes.	



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• After about 8 minutes, refocus students whole group. Cold call students to share their responses whole class. See teacher reference materials for possible responses.• Explain to students that in the next lesson, they will learn how to use this graphic organizer to write an informational paragraph.	
Closing and Assessment	Meeting Students’ Needs
<p>A. Share and Debrief: Adding to the Who Is the Wolf in Fact Anchor Chart (10 minutes)</p> <ul style="list-style-type: none">• Bring students’ attention to the Who Is the Wolf in Fact anchor chart.• Tell students that, just as they did in Lessons 2 and 4, they will be adding facts and descriptions of wolves on this anchor chart 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 <i>evidence</i> from the text makes them think so. If necessary, review that evidence from the text means details or facts from what they have read. Be sure to remind students to look through all of “Life in the Pack” and not just pages 17–19.• After 1 or 2 minutes, invite a few students to share their thinking aloud. Listen for:<ul style="list-style-type: none">– “Pups are born with black fuzzy fur.”– “Pups are completely dependent on their mother at birth, 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. Remind 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.• Distribute index cards to students.• Explain to students that for homework, they should choose two italicized words from the Text-Dependent Questions: “Life in the Pack” and create Vocabulary cards for these words.	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Choose two italicized words from The Text-Dependent questions: “Life in the Pack” and create Vocabulary cards for these words.	



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Supporting Materials



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Paragraph Writing Accordion Graphic Organizer: “Life in the Pack”

Answers For Teacher Reference

.....
Name:

.....
Date:

Topic:

How living in a pack helps wolves survive

Detail:

Adult wolves help pups survive.

Explain:

- **Move cubs often**
- **Keep them near food and water**
- **Bring pups food**

Detail:

Adult wolves help other adults survive.



Paragraph Writing Accordion Graphic Organizer: “Life in the Pack”

Answers For Teacher Reference

Explain:

- **Care for older or hurt wolves**
- **Make sure they have food and are safe from predators**
- **Hunt for bigger prey together**

Conclusion: **Living in a pack helps wolves get food and stay safe.**