



EXPEDITIONARY  
LEARNING

# **Grade 3: Module 3B: Unit 2: Lesson 9**

## **Reading about Real Wolves: “Making a Comeback”**



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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 “Making a Comeback.”
- 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: “Making a Comeback”
- Participation in adding to the Asking Questions to Show Understanding anchor chart
- “Making a Comeback” Vocabulary note-catcher
- Vocabulary cards



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Engaging the Reader and Unpacking Learning Targets (7 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Reading “Making a Comeback” for Main Idea and Supporting Details (28 minutes)</li><li>Asking Questions to Show Understanding (5 minutes)</li><li>A Closer Look at Words: “Making a Comeback” (15 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Share (5 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Reread “Making a Comeback”; self-assess fluency; reflect and refine goals.</li></ol></li></ol>	<ul style="list-style-type: none"><li>This lesson begins the last sequence of close reading lessons where students read and write to build knowledge. In this sequence of lessons, students read and respond to a prompt about the final section in <i>Face to Face with Wolves</i>, “Making a Comeback.”</li><li>In this lesson, students read “Making a Comeback” and identify the main idea and supporting details. They also focus on vocabulary from this section. In Lesson 10, they will closely reread this section. In Lesson 11, they will write another informational paragraph responding to a focus question from the close read for this section.</li><li>As in previous lessons in this unit, the Text-Dependent Questions: “Making a Comeback” are meant to be discussion-based.</li><li>This close read sequence, which begins in this lesson and continues in Lessons 10 and 11, 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.</li><li>Students focus on vocabulary from “Making a Comeback” in this lesson. You may include additional words from the section during this part of the lesson. Certain words (protection, endangered, opposed, compromise) are not touched on in this lesson as they are discussed in depth during the close read in Lesson 10.</li><li>The end goal of Lessons 9–11 is for students to be able to answer the focus question posed during Work Time A, “After reading ‘Making a Comeback,’ what do you know about some of the problems faced by wolves? What are some solutions to these problems?” Students are given the opportunity to do so in Lessons 10 and 11.</li><li>In advance:<ul style="list-style-type: none"><li>Review: Milling to Music and Mix and Mingle in Checking for Understanding techniques (see Appendix)..</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
reintroduced (22), threatened (23), livestock, fund, decline (25)	<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: “Making a Comeback” (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>• Close Reading Guide: “Making a Comeback” (for teacher reference)</li><li>• Asking Questions to Show Understanding anchor chart (begun in Lesson 3)</li><li>• “Making a Comeback” Vocabulary note-catcher (one per student and one to display)</li><li>• “Making a Comeback” 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 Lesson 3; one per student)</li></ul>



Opening	Meeting Students’ Needs
<p><b>A. Engaging the Reader and Unpacking Learning Targets (7 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take out the informative paragraphs they drafted in Lesson 8 and revised for homework.</li><li>• Review directions for Milling to Music if needed.</li><li>• Tell students to quickly mill to find a partner they have not worked with recently. Once students are partnered, ask them to share one revision they made for homework with one another.</li><li>• After 1 or 2 minutes, invite a few volunteers to share their ideas whole group.</li><li>• Tell students to quickly mill to find a new partner. Once students are partnered, ask them to share another revision they made for homework with one another.</li><li>• When students have finished sharing, invite them to return to their seats. Focus students’ attention on the learning targets and ask them to read them aloud with you:<ul style="list-style-type: none"><li>* “I can identify the main idea and supporting details of the section ‘Making a Comeback.’”</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 types of strategies have we used to meet these learning targets?”</li></ul></li><li>• 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.</li><li>• Explain to students that today they will read the section “Making a Comeback” and continue practicing to meet these learning targets.</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 “Making a Comeback” for Main Idea and Supporting Details (28 minutes)</b></p> <ul style="list-style-type: none"><li>• Explain to students that over the next three lessons, they will read a new section of <i>Face to Face with Wolves</i>, “Making a Comeback,” closely and write about it. Distribute the <b>Text-Dependent Questions: “Making a Comeback”</b> and explain that students will discuss questions about the text and use this form to record their thinking, just as they did when they read the other sections of the book.</li><li>• Cold call a student to read the focus question at the top of the sheet:<ul style="list-style-type: none"><li>* “After reading ‘Making a Comeback,’ what have you learned about some of the problems faced by wolves? What are some solutions to these problems?”</li></ul></li><li>• Explain to students that after reading this section closely, they will be able to answer this focus question. Tell students that they should keep this question in mind while reading this section.</li><li>• Direct students’ attention to the posted <b>Close Readers Do These Things anchor chart</b> and review if necessary. Remind them 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.</li><li>• Display and invite students to turn to page 21 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>• Using the teaching notes and questions in Rows 1–2 of the <b>Close Reading Guide: “Making a Comeback,”</b> 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.</li><li>• 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 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 (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students that readers not only answer questions about a text to show what they understand about 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 have been practicing it with <i>Face to Face with Wolves</i> throughout the unit.</li><li>• Direct students’ attention to the posted <b>Asking Questions to Show Understanding anchor chart</b>.</li><li>• Remind students that they have been 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>• Invite students to turn and talk:<ul style="list-style-type: none"><li>* “Have any of our questions been answered?”</li></ul></li><li>• Listen for students reading through the questions on the chart and noticing which questions they have found answers to.</li><li>• Cold call on several partnerships, recording students’ answers on the anchor chart as necessary.</li><li>• Then, invite students to look back through “Making a Comeback” 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 while students work, prompting them by asking:<ul style="list-style-type: none"><li>* “After reading this section, what are you wondering about?”</li><li>* “Are there parts that don’t make sense?”</li><li>* “After reading this section, are there any words you are still not sure of the meaning of?”</li></ul></li><li>• 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"><li>– “What does it mean to make a comeback?”</li><li>– “Why would scientists be studying wolves?”</li><li>– “What is a rancher?”</li></ul></li><li>• Record two or three strong questions on the Asking Questions to Show Understanding anchor chart.</li></ul>	



Work Time (continued)	Meeting Students’ Needs
<p><b>C. A Closer Look at Words: “Making a Comeback” (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Explain to students that before they closely reread this section of the text in the next lesson, they will work with some of the important vocabulary words from these pages.</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>“Making a Comeback” Vocabulary note-catcher</b>.</li><li>• Read the first sentence of the last paragraph on page 22 aloud: “In 1995 and 1996, wild wolves from Canada were released, or reintroduced, in the northern Rocky Mountains of Yellowstone National Park and in Idaho.” Ask students to Think-Pair-Share what the word <i>reintroduced</i> means and cold call a few students to share their thinking. Listen for definitions such as:<ul style="list-style-type: none"><li>– “Reintroduced means released. Wolves from Canada were released into parks in the United States.”</li></ul></li><li>• Ask students to take 15 minutes to work on the terms <i>threatened</i>, <i>livestock</i>, <i>fund</i>, and <i>decline</i> with a partner.</li><li>• Ask volunteers to share whole class to check understanding for all. Listen for definitions such as:<ul style="list-style-type: none"><li>– “Threatened means to make threats; to express the intent to harm. Ranchers who didn’t like wolves being reintroduced near their land threatened to shoot them.”</li><li>– “Livestock are farm animals kept to be raised and sold. Livestock are the animals that the ranchers raise and sell, like cows or pigs.”</li><li>– “A fund is money raised for a specific purpose. The Defenders of Wildlife group created a fund, or raised money, to give to the farmers and ranchers who had animals that were killed by wolves.”</li><li>– “Decline means to lower or lessen. Elk and other animal groups numbers are declining, or lowering, and some people think it is because wolves are killing them.”</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 on the front.</li><li>• 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.</li><li>• When students have finished, 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>• Then, tell students they will continue to use to their <b>fluency self-assessment</b> from Lesson 6 as they reread “Making a Comeback” for homework, self-evaluate their fluency, reflect on their progress toward the fluency goal they set, and revise their goals as needed.</li></ul>	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Reread “Making a Comeback” aloud.</li><li>• Choose one page to reread at least twice aloud in front of a mirror.</li><li>• Then, reflect:<ul style="list-style-type: none"><li>– “How close am I to reaching the fluency goal I set? Explain.”</li><li>– “Do I need to set a new goal? If so, what new goal should I set?”</li></ul></li><li>• Write your reflections on the back of your fluency self-assessment and star your new goal, if you set one.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li></ul>



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# Grade 3: Module 3B: Unit 2: Lesson 9

## Supporting Materials



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Text-Dependent Questions  
“Making a Comeback”

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

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

**Focus Question:** After reading “Making a Comeback,” what have you learned about some of the problems faced by wolves? What are some solutions to these problems?

Directions	Questions
1. Read the section, “Making a Comeback.” Then use details from the text to answer the questions on the right.	What is the main idea of the section “Making a Comeback”?  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.	After looking at the photographs and captions in this section, what questions do you have about wolves?
3. Reread <b>page 21</b> . Then use details from the text to answer the questions on the right.	What do you think <i>protection</i> means? What words in the text make you think so?  What do you think <i>endangered</i> means? What words in the text make you think so?



Text-Dependent Questions

“Making a Comeback”

	<p>What would an animal be given protection from under the Endangered Species Act of 1973?</p> <p>Why would an animal need protection?</p> <p>The text says, “Since then, the wolf has made a remarkable recovery.” What does the author mean by “remarkable recovery”?</p> <p>Why does the author believe this recovery is remarkable?</p>
<p>4. Reread <b>pages 22 and 23</b>. Then use details from the text to answer the questions on the right.</p>	<p>What do you think <i>opposed</i> means? What words in the text make you think so?</p> <p>The text says, “Local ranchers were opposed to the wolf reintroductions.” Why might the ranchers not want wolves to be reintroduced to where they live?</p>



Text-Dependent Questions

“Making a Comeback”

The Defenders of Wildlife created a fund that was a compromise. What do you think *compromise* means? What words in the text make you think so?

What groups was it a compromise between?

How did this fund help wolves?

How did this fund help the farmers and ranchers?

5. With a partner, use facts and details from pages 20–25 to complete the graphic organizer below.

**What are some problems faced by wolves? What are some solutions to these problems?**

Problems	Solutions



**A quality response will:**

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



Close Reading Guide  
“Making a Comeback” For Teacher Reference

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

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

**Focus Question:** After reading “Making a Comeback,” what have you learned about some of the problems faced by wolves? What are some solutions to these problems?

Directions	Questions	Close Reading Guide
1. Read the section, “Making a Comeback.” Then use details from the text to answer the questions on the right.	<p>What is the main idea of the section “Making a Comeback”?</p> <p>What key details from the text help you understand the main idea?</p>	<p>Ask students what it means to find the main idea of a text. Listen for: <i>It means to find the gist or the main point the author is making or trying to teach in a text.</i></p> <p>Read pages 21–25 aloud, stopping after each paragraph and asking students what that paragraph is 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 describes different problems wolves face and how we can help wolves.</i></p> <p>Remind 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 understand a text better, but it is also a way to check to make sure the main idea a reader has identified is correct.</p> <p>Model rereading page 21, looking for details that support the main idea. A detail you may highlight for students is in the first sentence is: “There were fewer than 1,000 gray and red wolves left in the lower 48 states.”</p>



Close Reading Guide

“Making a Comeback” For Teacher Reference

		<p>Direct students to look through pages 21–25 with a partner, looking for and recording details that support the main idea.</p> <p>After 5 minutes, cold call on students to share their responses. Listen for: <i>Local ranchers were opposed to wolf reintroductions; local ranchers threatened to shoot wolves to stop them from attacking their animals; people are allowed to hunt wolves in some states.</i></p>
<p>2. Examine the photographs and captions in this section. Then use details from the text to answer the question on the right.</p>	<p>After looking at the photographs and captions in this section, what questions do you have about wolves?</p>	<p>Direct students to look through pages 20–25 again, this time examining the photographs and captions. Read aloud the question and ask students to think about and record questions they have about wolves.</p> <p>After several minutes, cold call on students to share their responses. Listen for questions like: <i>Can wolves live on ice floes? Why were wolves released or reintroduced into Yellowstone National Park? How can following wolf tracks help someone find a wolf pack?</i></p>
<p><b>Complete Rows 1–2 only; the remaining questions will be completed in the next lesson.</b></p>		
<p>3. Reread <b>page 21</b>. Then use details from the text to answer the questions on the right.</p>	<p>What do you think <i>protection</i> means? What words in the text make you think so?</p> <p>What do you think <i>endangered</i> means? What words in the text make you think so?</p>	<p>Read aloud page 21.</p> <p>Direct students to point to the word <i>protection</i> on page 21. 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>safety, not in danger</i> and: <i>“further decline,” “remarkable recovery.”</i></p> <p>Repeat with the second question and the word <i>endangered</i>, listening for: <i>rare, in danger</i> and: <i>“protect,” “further decline,” “given protection.”</i></p>





Close Reading Guide

“Making a Comeback” For Teacher Reference

	<p>What would an animal be given protection from under the Endangered Species Act of 1973?</p> <p>Why would an animal need protection?</p> <p>The text says, “Since then, the wolf has made a remarkable recovery.” What does the author mean by “remarkable recovery”?</p> <p>Why does the author believe this recovery is remarkable?</p>	<p>Read aloud the third question and give students 2 or 3 minutes to write a response.</p> <p>Then cold call a few students to share their answers with the class and listen for: <i>from further decline; from dying out; from becoming extinct.</i></p> <p>Remind students that they discussed what it means for an animal to become extinct earlier in the unit, and that when an animal becomes extinct it means there are no more of that species living.</p> <p>Explain that people were hunting wolves and that was part of the reason there were not many wolves left during the 1970s. When they were given protection under the Endangered Species Act of 1973, it made it illegal for people to hunt wolves in the United States.</p> <p>Focus students’ attention on the fifth and sixth questions and ask them to discuss their thinking with a partner.</p> <p>Then cold call a few students to share their answers with the class and listen for: <i>There are more wolves now than in the past; and: In about 40 years, their numbers have grown a lot.</i></p>
<p>4. Reread <b>pages 22 and 23.</b> Then use details from the text to answer the question on the right.</p>	<p>What do you think <i>opposed</i> means? What words in the text make you think so?</p> <p>The text says, “Local ranchers were opposed to the wolf reintroductions.” Why might the ranchers not want wolves to be reintroduced to where they live?</p>	<p>Ask students to whisper read page 22. Once they finish reading, focus them on the first question.</p> <p>Direct students to point to the word <i>opposed</i> on page 22. 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>disagreed, did not want; and: “threatened to shoot them.”</i></p> <p>Tell students to record their answer to the first question, then read aloud the second question</p>



Close Reading Guide

“Making a Comeback” For Teacher Reference

	<p>The Defenders of Wildlife created a fund that was a compromise. What do you think <i>compromise</i> means? What words in the text make you think so?</p> <p>What groups was it a compromise between?</p> <p>How did this fund help wolves?</p> <p>How did this fund help the farmers and ranchers?</p>	<p>(clarify the meaning of the word “reintroductions” if needed). Then listen for students to share out: <i>They were worried the wolves would attack and kill their livestock.</i></p> <p>If necessary, explain that ranchers make money by raising livestock</p> <p>Read aloud the third question and direct students to point to the word <i>compromise</i> on page 23. 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>reaching an agreement</i>; and: “<i>worked out,</i>” “<i>pay farmers and ranchers.</i>”</p> <p>If necessary, give examples of compromises students might have made in school or with their families such as letting a younger brother play with a toy for 5 minutes while you play a video game, and then switching so he can also have a turn.</p> <p>With a partner, direct students to read and discuss the next three questions.</p> <p>After 3 or 4 minutes, cold call a few partnerships to share their answers with the whole class.</p> <p>For the first question, listen for: <i>the farmers; ranchers and wolves; advocates for wolves.</i></p> <p>For the second question, listen for: <i>because the wolves were not killed by the ranchers.</i></p> <p>For the third question, listen for: <i>because the farmers and ranchers received money if their livestock died because of wolves.</i></p>
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Close Reading Guide

“Making a Comeback” For Teacher Reference

5. With a partner, use facts and details from pages 20–25 to complete the graphic organizer below.

**What are some problems faced by wolves? What are some solutions to these problems?**

Problems	Solutions
they became endangered	they were given protection from hunters under the Endangered Species Act of 1973
local ranchers threatened to shoot wolves	Defenders of Wildlife created a fund to pay farmers and ranchers for livestock that wolves killed
some states allow people to hunt wolves	environmental groups want to change the law to not allow wolves to be hunted

Direct students to look back through the text with a partner to answer the focus question, recording their thinking on the chart.

Give students 4 or 5 minutes to reread pages 21–25 and find evidence in the text.

Then cold call a few students to share their answers whole class. See chart to the left for examples of possible responses.



Writing Prompt  
Answers For Teacher Reference

After reading “Making a Comeback,” what have you learned about some of the problems faced by wolves? What are some solutions to these problems?

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 face several problems. One problem they used to face was ranchers and farmers wanting to shoot them. The ranchers wanted to do this to stop the wolves from attacking and killing their livestock. A group called the Defenders of Wildlife solved this problem. This group created a fund so the farmers and ranchers could be paid if wolves killed their livestock. Another problem wolves face is that some states allow people to hunt them. But some environmental groups want to change the law in these states so wolves cannot be hunted. People are the biggest problem wolves face.**



“Making a Comeback” 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. reintroduced (22)**

“In 1995 and 1996, wild wolves from Canada were released, or **reintroduced**, in the northern Rocky Mountains of Yellowstone National Park and in Idaho.”

What does this word mean?	What clues helped you determine the meaning?	What does this tell you about wolves?

**2. threatened (23)**

“Local ranchers were opposed to the wolf reintroductions and **threatened** to shoot them to prevent them from attacking livestock.”

What does this word mean?	What clues helped you determine the meaning?	What does this tell you about wolves?



“Making a Comeback” Vocabulary Note-catcher

3. **livestock** (23)

“Local ranchers were opposed to the wolf reintroductions and threatened to shoot them to prevent them from attacking **livestock**.”

What does this word mean?	What clues helped you determine the meaning?	What does this tell you about wolves?

4. **fund** (23)

“They established a **fund** to pay farmers and ranchers for livestock that the wolves killed.”

What does this word mean?	What clues helped you determine the meaning?	What does this tell you about wolves?

5. **decline** (25)

One reason is that wolves are often blamed for the **decline** in populations of elk and other animals hunted for sport, even though these **declines** may be also caused by natural events, like drought, or even human hunters.

What does this word mean?	What clues helped you determine the meaning?	What does this tell you about wolves?



“Making a Comeback” 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. reintroduced (22)**

“In 1995 and 1996, wild wolves from Canada were released, or **reintroduced**, in the northern Rocky Mountains of Yellowstone National Park and in Idaho.”

What does this word mean?	What clues helped you determine the meaning?	What does this tell you about wolves?
<b>released</b>	<b>“wild wolves from Canada were released”</b>	<b>Wolves from Canada were released into parks in the United States.</b>

**2. threatened (23)**

“Local ranchers were opposed to the wolf reintroductions and **threatened** to shoot them to prevent them from attacking livestock.”

What does this word mean?	What clues helped you determine the meaning?	What does this tell you about wolves?
<b>to make threats; to express the intent to harm</b>	<b>Local ranchers were opposed to the reintroductions.</b>  <b>“shoot them to prevent them from attacking livestock”</b>	<b>Ranchers who didn’t like wolves being reintroduced near their land threatened to shoot them.</b>



“Making a Comeback” Vocabulary Note-catcher

Answers For Teacher Reference

3. **livestock** (23)

“Local ranchers were opposed to the wolf reintroductions and threatened to shoot them to prevent them from attacking <b>livestock</b> .”		
What does this word mean?	What clues helped you determine the meaning?	What does this tell you about wolves?
<b>farm animals kept to be raised and sold</b>	<b>“ranchers,” “farmers,” “animals”</b>	<b>Livestock are the animals that ranchers raise and sell, like cows or pigs.</b>

4. **fund** (23)

“They established a <b>fund</b> to pay farmers and ranchers for livestock that the wolves killed.”		
What does this word mean?	What clues helped you determine the meaning?	What does this tell you about wolves?
<b>money raised for a specific purpose</b>	<b>“pay farmers and ranchers”</b>	<b>The Defenders of Wildlife group created a fund, or raised money, to give to the farmers and ranchers who had animals that were killed by wolves.</b>





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5. **decline** (25)

One reason is that wolves are often blamed for the **decline** in populations of elk and other animals hunted for sport, even though these **declines** may be also caused by natural events, like drought, or even human hunters.

What does this word mean?	What clues helped you determine the meaning?	What does this tell you about wolves?
<b>to lower or lessen</b>	<b>“blamed,” “hunted,” “human hunters”</b>	<b>Elk and other animal groups’ numbers are declining, or lowering, and some people think it is because wolves are killing them.</b>