



EXPEDITIONARY
LEARNING

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

Choosing a Problem and Creating a Wolf Character: Part 1



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can craft narrative texts about real or imagined experiences or events. (W.3.3) a. I can introduce the narrator and/or characters of my narrative.	
Supporting Learning Target	Ongoing Assessment
• I can choose a problem that real wolves face to write about in my Wolf Narrative.	• Wolf Character Profile graphic organizer: Part 1



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Unpacking Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Truth or Fiction (15 minutes)B. Choosing a Problem Faced by Real Wolves (15 minutes)C. Character Profile: Part 1 (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Partner Share (5 minutes)4. Homework<ol style="list-style-type: none">A. Draw and label your wolf using the illustrations and descriptions in <i>Face to Face with Wolves</i> and the features you have listed on your graphic organizer.B. Continue reading your independent reading book.	<ul style="list-style-type: none">• In this lesson, students choose the problem they are going to write their Wolf Narratives about and then begin to build a character profile of the main wolf character. Students choose their problem first because this could impact the strengths and/or weaknesses their character has. Then they plan the appearance of the character, based on facts and details they gathered on an idea-catcher in Unit 2.• In this lesson, you model filling out the Wolf Character Profile graphic organizer. As students analyze the Wolf Narrative model for elements listed on the graphic organizer, feedback is solicited from the whole group and the organizer is filled out with their responses.• The aim of the truth or fiction activity in Work Time A is to get students thinking about the reading they did in Units 1 and 2. The quotes all come from texts they read in those units.• In advance:• Prepare the Truth or Fiction strips for each pair and make sure they are thoroughly mixed up before giving them to students.• Post: Learning target.



Lesson Vocabulary	Materials
	<ul style="list-style-type: none"> • Truth or Fiction strips (one set per pair) • Truth or Fiction strips (answers, for teacher reference) • Criteria of a Strong Narrative anchor chart (begun in Lesson 1) • Wolf Character Profile graphic organizer: Part 1 (one per student and one to display) • Wolf Narrative model (from Unit 2, Lesson 1; one per student) • Who is the Wolf in Fact? anchor chart (from Unit 2) • Wolf Character Profile graphic organizer: Part 1 (answers, for teacher reference) • <i>Face to Face with Wolves</i> (book; one per student)

Opening	Meeting Students' Needs
<p>A. Unpacking Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Direct students' attention to the posted learning target and read it aloud: <ul style="list-style-type: none"> * "I can choose a problem that real wolves face to write about in my Wolf Narrative." • Ask students to discuss with an elbow partner: <ul style="list-style-type: none"> * "Where can you find a problem that real wolves face?" • Cold call students to share their responses. Listen for students to explain that they have already gathered facts and details about real wolves that could be used in a narrative in Unit 2 and recorded them on the Who is the Wolf in Fact? anchor chart • Tell students they are going to revisit <i>Face to Face with Wolves</i> and the facts and details they collected in Unit 2 to choose a problem. 	<ul style="list-style-type: none"> • Learning targets are a research-based strategy that helps all students, especially challenged learners. • Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.



Work Time	Meeting Students' Needs
<p>A. Truth or Fiction (15 minutes)</p> <ul style="list-style-type: none"> • Pair students up. • Distribute a set of Truth or Fiction strips to each pair. • Tell students that some of the strips they have been given contain quotes about wolves from fiction and that some contain quotes from informational texts. • Explain that with their partners, students should read each strip aloud. Once they have read all of the strips, they should sort them into two piles. One pile is for quotes about wolves from fiction and one pile for quotes from informational texts. • Invite students to begin. Circulate to support students by asking the guiding question: "What makes you think this quote is from fiction/informational text?" • As students begin to finish sorting the quote strips, refocus the whole group. • Read a quote strip aloud to the whole group and cold call students to tell you which pile it should belong in. Repeat with each of the quote strips. Refer to the Truth or Fiction strips (answers, for teacher reference) as needed. • Remind students that there is a clear difference between fact and fiction and that while they are going to write a narrative about wolves using facts and details about real wolves, it is still a fictional narrative. . 	<ul style="list-style-type: none"> • Consider heterogeneous groupings of students for this activity to ensure there is at least one student in the pair who is able to read the strips.
<p>B. Choosing a Problem Faced by Real Wolves (15 minutes)</p> <ul style="list-style-type: none"> • Focus students' attention on the posted Criteria of a Strong Narrative anchor chart. • Reread the criteria students identified in Lesson 1. • Focus students on the idea that a narrative has a problem to be solved and in solving the problem there is a satisfying ending. • Distribute and display the Wolf Character Profile graphic organizer: Part 1. • Read through each section on the organizer aloud and invite students to read along silently with you. • Invite students to ask questions about anything they don't understand. • Focus students' attention on the first box, which asks about the problem. • Display and distribute the Wolf Narrative model, first shown to students in Unit 2, Lesson 1. • Reread it for the whole group as they read along silently in their heads. 	<ul style="list-style-type: none"> • Consider grouping students who may need support writing on their graphic organizers in an area of the room to work with you. Encourage these students to say their chosen problem aloud either to their partner or to you before writing it down.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students to discuss with their partner:<ul style="list-style-type: none">* “What is the problem in the Wolf Narrative model?”• Cold call students to share their responses. Listen for students to explain that the problem is a metal trap set by humans to catch small animals like rabbits and squirrels, as this is what Little Foot gets caught in.• Record this in the “Problem faced by real wolves?” box on the displayed Wolf Character Profile graphic organizer: Part 1.• Remind students that in Unit 2 they read the informational text <i>Face to Face with Wolves</i> and recorded problems faced by real wolves that they could use in a narrative about real wolves on the Who is the Wolf in Fact? anchor chart.• Give students a couple of minutes to whisper read with their partners from Work Time A through the problems recorded on the Who is the Wolf in Fact? anchor chart.• Select volunteers to share out whole group. Record all the problems mentioned in a list on the board.• Tell students that they are going to choose one of the problems to write about in their Wolf Narratives.• Focus students’ attention on the criteria on the anchor chart that say the problem needs to be solved and the narrative needs to have a satisfying ending. Tell students that it also needs to be a problem that will make their narratives interesting to read and focus their attention on the criteria that suggests a narrative needs to have an exciting plot.• Write the questions on the board:<ul style="list-style-type: none">– “How could this problem be exciting?”– “How could solving this problem result in a satisfying ending?”• Model answering the questions about one of the problems listed. For example: “One problem facing wolves, particularly the pups, is starvation. That problem could be exciting because I could write about how the wolf pack goes out hunting, but is so weak that they almost don’t catch anything. It could result in a satisfying ending because they are able to catch something and avoid starvation.”• Invite students to discuss the answers to the questions for each of the problems listed on the board with a partner.• Circulate to support students in their discussions. Keep referring students back to the two questions.• As students finish answering the questions for each of the problems, refocus the whole group.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students to consider the ideas they have just discussed and choose one of the problems to write about in their Wolf Narratives.• Invite students to write their chosen problem in the box at the top of their graphic organizers. Encourage students to write the problem just as it is listed on the board and not to add detail yet, as they will have a chance to refine their thinking about how the problem will work in the narrative later on.	
<p>C. Character Profile: Part 1 (20 minutes)</p> <ul style="list-style-type: none">• Emphasize that the rest of the Wolf Character Profile graphic organizer: Part 1 is for students' main wolf character—the wolf that is going to be at the center of the narrative.• Tell students that they needed to choose a problem before they create a main character because the problem might have an impact on who the main character should be. For example, the problem might influence the strengths the character needs to solve the problem or the weaknesses that may have that caused the problem in the first place.• Invite students to help you fill out the boxes at the top of the displayed graphic organizer to analyze the main character of the Wolf Narrative model, Little Foot. Refer to the Wolf Character Profile graphic organizer: Part 1 (answers, for teacher reference) as necessary.• Focus students' attention on the Appearance box and pose the question:<ul style="list-style-type: none">* "What does Little Foot look like?"• Tell students that in pairs they are going to reread the Wolf Narrative model to identify anything the narrative reveals about how Little Foot looks. Encourage them to underline any details that describe his appearance.• Invite students to begin.• After about 15 minutes, refocus the whole group.• Select volunteers to share what they underlined with the whole group and record appropriate details about Little Foot's appearance on the displayed graphic organizer. Refer to the Wolf Character Profile graphic organizer: Part 1 (answers, for teacher reference) as necessary.• Explain to students that while there weren't many details about Little Foot's appearance in the narrative, the author still built a picture of Little Foot in his or her mind before writing to bring the character to life and make it easier to write about him. Tell students that this graphic organizer is to going to help them organize their ideas about how their wolf characters should look to bring them to life in their own minds before students begin to write.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Remind students that in Unit 2 they read the informational text <i>Face to Face with Wolves</i> and recorded facts and details about how wolves look that they could use in a narrative about real wolves on the Who is the Wolf in Fact? anchor chart.• Give students a few minutes to whisper read the facts and details about how real wolves look with a partner.• Make it clear that in this lesson they are not going to draw the picture of their wolf. They will be doing this for homework.• Encourage students to think carefully about the problem they have chosen and the role that their characters will play in the problem. When students are creating a character, this may affect some of the decisions they make. For example, if they choose to make the character a very young pup, but also chose the problem of wolves wandering into another territory, it wouldn't work very well because we know from our research that pups tend to stay in the den when they are very young.• Ask students to take out their copy of <i>Face to Face with Wolves</i>. Remind them to refer to the facts and details they gathered about how wolves look in Unit 2. Emphasize that the appearance of their wolf characters should be based on real wolves.• Encourage students to talk to their partners about ideas before recording anything on their organizers. Once again remind students that they are not to draw the picture of the wolf, as they will be doing this for homework.• Circulate to support students in filling out their organizers. Ask guiding questions:<ul style="list-style-type: none">* "How do these features work with the problem you have chosen?"• "Why have you decided to make your main character _____?"	



Closing and Assessment	Meeting Students' Needs
A. Partner Share (5 minutes) <ul style="list-style-type: none">• Invite students to pair up with someone else they haven't been working with to share the ideas they have recorded on their graphic organizers.	<ul style="list-style-type: none">• Sharing work can enable students to learn from each other and can support those students who are still struggling by giving them ideas.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Draw and label your wolf using the illustrations and descriptions in <i>Face to Face with Wolves</i> and the features you have listed on your graphic organizer.• Continue reading your independent reading book.	



EXPEDITIONARY
LEARNING

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

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Truth or Fiction Strips
For Teacher Reference

Teacher Directions:

Cut out the strips and mix them up before distributing them to each pair.

<p>“They can run very fast, from 25 to 40 mph (40 to 65 kph) for short distances.”</p>	<p>“But an old wolf lived nearby and saw the good mother leave.”</p>
<p>“This leaves the pups vulnerable to other predators, such as bears.”</p>	<p>“The wolf gave a sigh. “Oh, dear. Po Po is old, her bones have become brittle. No longer can she climb trees.”</p>
<p>“The alpha pair always eats first, then the subordinates eat.”</p>	<p>“A wolf who lived in the forest fell on hard times, and could barely catch enough food to keep from starving.”</p>
<p>“Born with black fuzzy fur, pups nurse until they are about six weeks old.”</p>	<p>“The wolf came outside and paced back and forth under the tree...”</p>
<p>“They tend to prey on the sick, weak, injured, old, or young.”</p>	<p>“The wolf’s mouth began to water for a taste.”</p>
<p>“Wolves are territorial. They will travel great distances, about 30 miles (48km) a day, to patrol their boundaries and to find food.”</p>	<p>“But, wary of his sharp fangs, none dared to come near.”</p>



Truth or Fiction Strips
For Teacher Reference

<p>“Wolves howl at different pitches to create discord. The pack then appears much larger to other wolf packs in the area.”</p>	<p>“The wolf had only one thought in his mind: to taste a ginkgo nut.”</p>
<p>“They can be killed if they wander into another pack’s territory.”</p>	<p>“The wolf slunk into the fold one night, covered in a sheepskin disguise.”</p>
<p>“Wolf pups weigh one pound at birth and are blind, deaf and completely dependent on their mother.”</p>	<p>“The wolf was furious. He growled and cursed.”</p>



Truth or Fiction Strips
Answers For Teacher Reference

Truth	Fiction
“They can run very fast, from 25 to 40 mph (40 to 65 kph) for short distances.”	“But an old wolf lived nearby and saw the good mother leave.”
“This leaves the pups vulnerable to other predators, such as bears.”	“The wolf gave a sigh. “Oh, dear. Po Po is old, her bones have become brittle. No longer can she climb trees.”
“The alpha pair always eats first, then the subordinates eat.”	“A wolf who lived in the forest fell on hard times, and could barely catch enough food to keep from starving.”
“Born with black fuzzy fur, pups nurse until they are about six weeks old.”	“The wolf came outside and paced back and forth under the tree ...”
“They tend to prey on the sick, weak, injured, old, or young.”	“The wolf’s mouth began to water for a taste.”
“Wolves are territorial. They will travel great distances, about 30 miles (48km) a day, to patrol their boundaries and to find food.”	“But, wary of his sharp fangs, none dared to come near.”
“Wolves howl at different pitches to create discord. The pack then appears much larger to other wolf packs in the area.”	“The wolf had only one thought in his mind: to taste a gingko nut.”



Truth or Fiction Strips
Answers For Teacher Reference

Truth	Fiction
"They can be killed if they wander into another pack's territory."	"The wolf slunk into the fold one night, covered in a sheepskin disguise."
"Wolf pups weigh one pound at birth and are blind, deaf and completely dependent on their mother."	"The wolf was furious. He growled and cursed."



Wolf Character Profile Graphic Organizer: Part 1

.....
Name:
.....

.....
Date:
.....

Problem faced by real wolves?	A metal trap set by humans to catch small animals like rabbits and squirrels, which is what Little Foot gets caught in
--------------------------------------	--

Wolf Name?	
Male or Female?	
Age? (old or young)	
Status in the Pack? (alpha/omega/pup/none)	

APPEARANCE How does your wolf look? Does it have any distinct characteristics?	PICTURE OF MY WOLF Label your picture to show the distinct characteristics



Wolf Character Profile Graphic Organizer: Part 1
Answers For Teacher Reference

Problem faced by real wolves?	A metal trap set by humans to catch small animals like rabbits and squirrels, which is what Little Foot gets caught in
--------------------------------------	--

Wolf Name?	Little Foot
Male or Female?	Male
Age? (old or young)	Young
Status in the Pack? (alpha/omega/pup/none)	None

APPEARANCE How does your wolf look? Does it have any distinct characteristics?	PICTURE OF MY WOLF Label your picture to show the distinct characteristics
He has unusually small feet.	