



EXPEDITIONARY
LEARNING

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

Creating a Wolf Character: Part 2



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
<ul style="list-style-type: none">I can plan the character traits, special abilities, strengths, and weaknesses of the main wolf character in my Wolf Narrative.	<ul style="list-style-type: none">Wolf Character Profile graphic organizer: Part 2



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Sharing Homework and Unpacking Learning Targets (10 minutes)2. Work Time<ol style="list-style-type: none">A. Character Profile: Part 2 (20 minutes)B. Character Profile: The Wolf Pack (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Partner Share (10 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading your independent reading book.	<ul style="list-style-type: none">• In this lesson, students plan the character traits of their wolf characters and begin to think about the rest of their wolf packs.• As in the previous lesson, students analyze the Wolf Narrative model and provide feedback whole group while the teacher models filling in the Wolf Character Profile graphic organizer: Part 2 with students' responses.• In analyzing the Wolf Narrative model, students will have to infer a lot of the character traits, as they are not called out directly. Explain to students that authors build character profiles before they write so they understand how their characters will respond in certain situations, not necessarily to call out those traits directly.• Students may find the facts and details recorded on the Who is the Wolf in Fact? anchor chart in Unit 2 useful here to determine the special abilities, strengths, and weaknesses a wolf has, but make it clear that students will have to be more creative when they are planning their main wolf character's traits. Explain that in fictional narratives, we imagine that we know what wolves are thinking and feeling. We don't actually know how wolves think and feel, so we have to make that up and we base this on the only thing we know, which is how humans think and feel. We use fiction to explain some of their behavior because we don't really know why they do things.• In advance:<ul style="list-style-type: none">– Post: Learning target.



Lesson Vocabulary	Materials
	<ul style="list-style-type: none"> • Wolf Character Profile graphic organizer: Part 1 (from Lesson 2; one per student) • Wolf Character Profile graphic organizer: Part 2 (one per student and one to display) • Colored pencils (four different colors per student) • Wolf Narrative model (from Unit 2, Lesson 1; one per student) • Wolf Character Profile graphic organizer: Part 2 (answers, for teacher reference) • Who is the Wolf in Fact? (from Unit 2) • <i>Face to Face with Wolves</i> (book; one per student)

Opening	Meeting Students' Needs
<p>A. Sharing Homework and Unpacking Learning Targets (10 minutes)</p> <ul style="list-style-type: none"> • Focus whole group and ask: <ul style="list-style-type: none"> * “Which facts and details did you use from your research in Unit 2 to draw and label your wolf?” • Invite students to retrieve their Wolf Character Profile graphic organizer: Part 1 and give them a couple of minutes to think about their answers. • Pair students up and invite them to share the labeled pictures they drew for homework with each other. • Direct students' attention to the posted learning target and read it aloud: <ul style="list-style-type: none"> * “I can plan the character traits, special abilities, strengths, and weaknesses of the main wolf character in my Wolf Narrative.” • Remind students that in the previous lesson they used facts and details to create the appearance of their wolf. Tell them that in this lesson they are going to plan the character traits, special abilities, strengths, and weaknesses of their main wolf character. 	<ul style="list-style-type: none"> • Asking students to share their homework makes them accountable for doing it and gives you the opportunity to determine who is not completing their homework. It also helps set up the thinking for the rest of the lesson. • 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. Character Profile: Part 2 (20 minutes)</p> <ul style="list-style-type: none">• Distribute and display the Wolf Character Profile graphic organizer: Part 2.• Distribute three different colored pencils to each student.• Invite students to read along silently as you read each section of the graphic organizer aloud.• Encourage students to ask questions about anything they don't understand.• Explain that students are going to use this Part 2 organizer to finish planning their main wolf characters and begin planning other characters in their narratives.• Tell students that the Character Traits column will give them a chance to plan what their wolf is going to be like—the personality it will have and the behavior and actions it demonstrates. Provide some examples: “He might be an angry wolf who gets into trouble with the alpha male because he loses his temper with the other wolves; he might be a kind wolf who always looks after the old, sick, and injured wolves in the pack; or she might be a very clever wolf who is able to solve problems quickly.”• Direct students to take out their Wolf Narrative model. Reread the model aloud as students follow along silently.• Invite students to work in pairs to identify the details in the model that suggest Little Foot's personality, actions, and behaviors. Encourage them to underline those behaviors using one of the colored pencils.• Ask students to discuss in pairs:<ul style="list-style-type: none">* “How would you describe Little Foot's character traits in the Wolf Narrative model? What in the text makes you think that?”• Select volunteers to share their responses. Refer to the Wolf Character Profile graphic organizer: Part 2 (answers, for teacher reference) as needed.• Record student responses on the displayed Wolf Character Profile graphic organizer: Part 2 in the Character Traits column. Many of Little Foot's traits have to be inferred from his responses to situations in the narrative.• Remind students that although the model doesn't directly tell us much about Little Foot's character, the author will have followed a process like this to map out his character traits. Explain that this process helps authors understand their characters so they are able write about those characters and their actions in response to certain situations.	<ul style="list-style-type: none">• Modeling how to fill in the graphic organizer will ensure that all students know what is expected of their work when they have to fill it in themselves.• Annotating the model by underlining in different colors enables students to quickly identify the information they are looking for when they come together to share what they found with the whole group.• Consider inviting students who will require support to write their ideas in one area of the room so you can work with many students at once. Encourage those students to say their ideas aloud to either a peer or yourself before recording them on their organizer. You may also consider scribing for particularly struggling students.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Invite students to work in pairs to identify any details in the model that suggest Little Foot's strengths, special abilities, and/or weaknesses. Encourage students to use their colored pencils to underline strengths in one color, special abilities in another, and weaknesses in a third.• Ask students to discuss in pairs:<ul style="list-style-type: none">* "How would you describe Little Foot's strengths, weaknesses, and special abilities in the Wolf Narrative model? What in the text makes you think that?"• Select volunteers to share their responses. Refer to the Wolf Character Profile graphic organizer: Part 2 (answers, for teacher reference) as needed. Record student responses on the displayed graphic organizer in the Strengths, Special Abilities, or Weaknesses column.• Invite students to reread the Wolf Character Profile graphic organizers: Part 1 they completed in the previous lesson and for homework, and to reconnect with the problem they have chosen before they start making decisions about the wolf character. Remind students that the problem could impact the choices made for the wolf's character, particularly for things like strengths, special abilities, and weaknesses.• Remind students that in Unit 2 they recorded facts and details about wolves' actions and behaviors that could help them think of particular strengths or weaknesses that could be used in a narrative.• Emphasize here that while students may find inspiration in their facts and details about wolf actions and behaviors for the special abilities, strengths, and weaknesses, they will have to be more creative when they are planning their main wolf character's traits. Explain that in fictional narratives, we imagine that we know what wolves are thinking and feeling. We don't actually know how wolves think and feel, so we have to make that up and we base this on the only thing we know, which is how humans think and feel. Provide the example that if a student decides that his or her main wolf character is going to be angry and get into fights with other wolves, we don't actually know if wolves feel anger or if the fights they get into are because one wolf is angry with another. We have use fiction to explain it.• Encourage students to talk to their partners about their ideas before recording anything on their organizers.• Circulate to support students in filling in their organizers. Ask guiding questions:<ul style="list-style-type: none">* "What is your wolf like? What character traits does he or she have?"* "What strengths or special abilities does he or she have?"* "What weaknesses does he or she have?"* "How do these features work with the problem you have chosen?"	



Work Time (continued)	Meeting Students' Needs
<p>B. Character Profile: The Wolf Pack (20 minutes)</p> <ul style="list-style-type: none">• Focus students on page 2 of the Wolf Character Profile graphic organizer: Part 2.• Invite students to work in pairs to identify any details in the Wolf Narrative model about the other wolf characters. Encourage them to underline details about other wolf characters in a fourth color.• Ask students to discuss in pairs:<ul style="list-style-type: none">* “Who are the other wolves in the pack? Where in the text does it say that?”* “What are they like? Do they have any distinguishing features? Or any special strengths or weaknesses?”• Select volunteers to share their responses. Refer to the Wolf Character Profile graphic organizer: Part 2 (answers, for teacher reference) as needed. Record student responses on the displayed graphic organizer in the Strengths, Special Abilities, or Weaknesses column.• Again, remind students that we have to infer what the members of the pack are like because the author hasn’t stated it directly. The author will have built character profiles for the pack to know how they would each react in different situations and to know who plays what role.• Invite students to look at the traits, strengths, and weaknesses of all the pack members and ensure students recognize that within the pack there are different strengths and weaknesses—like people, different wolves have different abilities.• Tell students that they are now going to plan the rest of their wolf pack. Remind them to refer to the Who is the Wolf in Fact? anchor chart from Unit 2 and Face to Face with Wolves. Encourage students to talk to their partners about their ideas before recording anything on their organizers.• Circulate to support students in filling in their organizers. Ask guiding questions: “What different characters and skills will you have in your pack? Why? How do they contribute to the problem and solving the problem?”	



Closing and Assessment	Meeting Students' Needs
<p>A. Partner Share (10 minutes)</p> <ul style="list-style-type: none">• Invite students to pair up with someone else that with whom they haven't been working in order to share the ideas they have recorded on their organizers in this lesson.• Write the following directions on the board and invite students to follow them to share their ideas:<ol style="list-style-type: none">1. Number yourselves 1 and 2.2. #1 share your ideas.3. #2 listen carefully.4. #2 ask questions if you don't understand their ideas.5. #2 tell #1 ONE thing you like about their ideas.6. Repeat with #2 sharing their ideas.	<ul style="list-style-type: none">• Sharing work can enable students to learn from each other and can support students who are still struggling by giving them ideas.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading your independent reading book.	



EXPEDITIONARY
LEARNING

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

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.



Wolf Character Profile Graphic Organizer: Part 2

Name:

Date:

CHARACTER TRAITS? (personality, behaviors, and actions) What kind of character traits does it have? How does it behave? What does it do?	STRENGTHS, SPECIAL ABILITIES, OR WEAKNESSES? What is your wolf particularly good or bad at? Why?



The Wolf Pack

.....
Name:

.....
Date:

How many wolves in the pack?	
Names of important wolves in the pack? What are they like? Any distinguishing features? Particular strengths or weaknesses?	<div>1.</div> <div>2.</div> <div>3.</div>



Wolf Character Profile Graphic Organizer: Part 2
Answers For Teacher Reference

CHARACTER TRAITS? (personality, behaviors, and actions) What kind of character traits does it have? How does it behave? What does it do?	STRENGTHS, SPECIAL ABILITIES, OR WEAKNESSES? What is your wolf particularly good or bad at? Why?
<ul style="list-style-type: none">• He is impatient. Despite Lightning's instructions, he really wants to help with the hunt even though he isn't experienced enough yet and might cause problems.• He perseveres—he doesn't give up when he gets stuck in the trap.	<ul style="list-style-type: none">• He can run quickly and quietly because of his small feet.• He lacks experience in hunting because of his age.



The Wolf Pack
Answers For Teacher Reference

How many wolves in the pack?	seven that we know of
Names of important wolves in the pack? What are they like? Any distinguishing features? Particular strengths or weaknesses?	<p>Students can choose any 3 of the following:</p> <ol style="list-style-type: none">1. Lightning: alpha male; makes the plans; very good at hunting.2. Black Ears: alpha female; very good at hunting; caring—she licks Little Foot’s nose affectionately when he is hurt.3. Fluffy: pup4. Bright Eyes: the babysitter5. Twins: two wolves who are good at hunting