



EXPEDITIONARY  
LEARNING

# Grade 3: Module 3B: Overview



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In this eight-week module, students explore the questions: “Who is the wolf in fiction?” and “Who is the wolf in fact?” They begin by analyzing how the wolf is characterized in traditional stories, folktales, and fables. Then they research real wolves by reading informational text. Finally, for their performance task, students combine their knowledge of narratives with their research on wolves to write a realistic narrative about wolves. In Unit 1, students begin by reading the traditional Chinese folktale *Lon Po Po*, as told by Ed Young, to build their understanding of how the actions and traits of the wolf and other characters contribute to a sequence of events that convey an important lesson to the reader. Students then read a series of fables that feature wolves as characters. As students read each fable, they continue to analyze the character of the wolf and are asked to form and support an opinion about the character of the wolf in fiction, based on their analysis. During this unit, students also practice their fluency skills by reading and rereading the various stories aloud.

In Unit 2, students research facts about real wolves through the central text *Face to Face with Wolves* by Jim and Judy Brandenburg. As students read the text closely, they determine the main idea of each section of the text and collect information about the characteristics, behaviors, and habitat of real wolves. (This information forms the basis for their performance task narrative in Unit 3.) Throughout Unit 2, students use the facts they have collected to write informational paragraphs responding to a focus question posed at the beginning of each section. Finally, in Unit 3 students revisit *Lon Po Po* with a writer’s eye to examine the structure of the story. They are also asked to examine the illustrations to identify criteria of strong story illustrations. This work with author’s craft prepares students to write and illustrate their own narrative. **This task centers on NYSP12 ELA CCLS W.3.3, W.3.4, W.3.5, L.3.1g, h, and i.**

#### Guiding Questions And Big Ideas

- **Who is the wolf in fiction?**
- **Who is the wolf in fact?**
- **How do authors create fictional characters?**
- *Traditional stories can convey important lessons to the reader or listener.*
- *We can learn about wolves through literature and informational texts.*
- *Authors use what they know to develop fictional characters.*
- *Authors develop characters using vivid descriptions to help the reader imagine characters and bring the characters to life.*



### Performance Task

#### **Wolf Narrative:**

In this performance task, students have an opportunity to apply what they have learned about real wolves in Unit 2 with what they have learned about the characteristics of narratives in Unit 1, to write and illustrate a narrative with a realistic wolf character. Using facts and details gathered from *Face to Face with Wolves* (in Unit 2), they first plan their narratives by choosing a problem faced by real wolves, and then create a character profile of their main wolf character. Next, students plan their narratives incorporating what they have learned about real wolves and the problems they face. Students then receive critique and feedback from the teacher in order to revise and improve their plans. They then draft their narratives, creating a story rich with realistic details. Finally, they add illustrations to complete their performance task for this module. **This task addresses NYSP12 ELA CCLS W.3.3, W.3.4, W.3.5, L.3.1g, h, and i.**

### Content Connections

This module is designed to address English Language Arts standards as students read literature and informational text about wolves. However, the module intentionally incorporates Science and Social Studies Practices and Themes to support potential interdisciplinary connections to this compelling content. These intentional connections are described below.

#### **Big ideas and guiding questions are informed by the New York State Common Core K-8 Social Studies Framework:**

<http://engageny.org/sites/default/files/resource/attachments/ss-framework-k-8.pdf>

#### **Time, Continuity, and Change**

##### **3.8 Each community or culture has a unique history, including heroic figures, traditions, and holidays.**

- 3.8a People in world communities use legends, folktales, oral histories, biographies, and historical narratives to transmit cultural histories from one generation to the next.
  - Students will examine legends, folktales, oral histories, biographies, and historical narratives to learn about the important individuals and events of each selected world community.
- 3.8b Arts, music, dance, and literature develop through a community's history.

Students will explore the arts, music, dance, and literature for each selected world community.



Content Connections (continued)

**Big ideas and guiding questions are informed by the New York State Common Core K-4 Science Core Curriculum:**

**<http://www.p12.nysed.gov/ciai/mst/pub/elecoresci.pdf>**

**The Living Environment**

• **3.1a Each animal has different structures that serve different functions in growth, survival, and reproduction.**

- wings, legs, or fins enable some animals to seek shelter and escape predators
- the mouth, including teeth, jaws, and tongue, enables some animals to eat and drink
- eyes, nose, ears, tongue, and skin of some animals enable the animals to sense their surroundings
- claws, shells, spines, feathers, fur, scales, and color of body covering enable some animals to protect themselves from predators and other environmental conditions, or enable them to obtain food
- some animals have parts that are used to produce sounds and smells to help the animal meet its needs
- the characteristics of some animals change as seasonal conditions change (e.g., fur grows and is shed to help regulate body heat; body fat is a form of stored energy and it changes as the seasons change).

• **3.1c In order to survive in their environment, plants and animals must be adapted to that environment.**

- Animal adaptations include coloration for warning or attraction, camouflage, defense mechanisms, movement, hibernation, or migration.

• **3.2 Observe that differences within a species may give individuals an advantage in survival and reproduction.**

- Individuals within a species may compete with each other for food, mates, space, water, and shelter in their environment.
- All individuals have variations, and because of these variations, individuals of a species may have an advantage in survival and reproduction.



CCS Standards: Reading—Literature	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>• RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> </ul>
<ul style="list-style-type: none"> <li>• RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• I can determine the central lesson and explain how it is conveyed through key details in the text.</li> </ul>
<ul style="list-style-type: none"> <li>• RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe the characters in a story and explain how their actions contribute to the sequence of events.</li> </ul>
<ul style="list-style-type: none"> <li>• RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</li> </ul>	<ul style="list-style-type: none"> <li>• I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</li> </ul>
<ul style="list-style-type: none"> <li>• RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe how parts of a story build on one another.</li> </ul>
<ul style="list-style-type: none"> <li>• RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.</li> </ul>
<ul style="list-style-type: none"> <li>• RL.3.11. Recognize, interpret, and make connections in drama to other texts, ideas, cultural perspectives, personal events, and situations.               <ul style="list-style-type: none"> <li>a. Self-select text based upon personal preferences.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations.               <ul style="list-style-type: none"> <li>a. I can self-select text based on personal preferences.</li> </ul> </li> </ul>



CCS Standards: Reading—Information	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>• RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask questions to deepen my understanding of informational text.</li> <li>• I can answer questions using specific details from informational text.</li> </ul>
<ul style="list-style-type: none"> <li>• RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</li> </ul>	<ul style="list-style-type: none"> <li>• I can determine the main idea of an informational text.</li> <li>• I can retell key ideas from an informational text.</li> </ul>
<ul style="list-style-type: none"> <li>• RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</li> </ul>	<ul style="list-style-type: none"> <li>• I can determine the meaning of unknown words in informational text.</li> </ul>
<ul style="list-style-type: none"> <li>• RI.3.6. Distinguish their own point of view from that of the author of a text.</li> </ul>	<ul style="list-style-type: none"> <li>• I can distinguish between my point of view and the author's point of view.</li> </ul>

CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>• W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.               <ul style="list-style-type: none"> <li>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>b. Provide reasons that support the opinion.</li> <li>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</li> <li>d. Provide a concluding statement or section.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can write an opinion piece that supports a point of view with reasons.               <ul style="list-style-type: none"> <li>a. I can introduce the topic of my opinion piece.</li> <li>a. I can create an organizational structure that lists reasons for my opinion.</li> <li>b. I can identify reasons that support my opinion.</li> <li>c. I can use linking words to connect my opinion and reasons.</li> <li>d. I can construct a concluding statement or section for my opinion piece.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.               <ul style="list-style-type: none"> <li>a. Introduce a topic and group related information together.</li> <li>b. Develop the topic with facts, definitions, and details.</li> <li>d. Provide a concluding statement or section.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can write informative/explanatory texts that convey ideas and information clearly.               <ul style="list-style-type: none"> <li>a. I can write an informative/explanatory text that has a clear topic.</li> <li>b. I can develop the topic with facts, definitions, and details.</li> <li>d. I can construct a closure on the topic of an informative/explanatory text.</li> </ul> </li> </ul>



CCS Standards: Writing (continued)	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.               <ul style="list-style-type: none"> <li>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>c. Use temporal words and phrases to signal event order.</li> <li>d. Provide a sense of closure.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>I can craft narrative texts about real or imagined experiences or events.               <ul style="list-style-type: none"> <li>a. I can establish a situation.</li> <li>a. I can introduce the narrator and/or characters of my narrative.</li> <li>a. I can organize events in an order that makes sense in my narrative.</li> <li>b. I can use dialogue to show the actions, thoughts, and feelings of my characters.</li> <li>b. I can use descriptive words to show the actions, thoughts and feelings of my characters.</li> <li>c. I can use transitional words and expressions to show passage of time in a narrative text.</li> <li>d. I can write a conclusion to my narrative.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)</li> </ul>	<ul style="list-style-type: none"> <li>With support from adults, I can produce writing that is appropriate to task and purpose.</li> </ul>
<ul style="list-style-type: none"> <li>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> </ul>	<ul style="list-style-type: none"> <li>With support from peers and adults, I can use the writing process to plan, revise, and edit my writing.</li> </ul>
<ul style="list-style-type: none"> <li>W.3.7. Conduct short research projects that build knowledge about a topic.</li> </ul>	<ul style="list-style-type: none"> <li>I can conduct a research project to become knowledgeable about a topic.</li> </ul>
<ul style="list-style-type: none"> <li>W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</li> </ul>	<ul style="list-style-type: none"> <li>I can document what I learn about a topic by taking notes.</li> <li>I can sort evidence into provided categories.</li> </ul>
<ul style="list-style-type: none"> <li>W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> </ul>	<ul style="list-style-type: none"> <li>I can write for a variety of reasons.</li> </ul>



CCS Standards: Foundational Reading	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>• RF.3.4. Read with sufficient accuracy and fluency to support comprehension.               <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can read third-grade-level texts accurately and fluently to make meaning.               <ul style="list-style-type: none"> <li>a. I can read third-grade-level texts with purpose.</li> <li>b. I can read third-grade-level texts with fluency.</li> <li>c. I can use clues in the text to check my accuracy.</li> <li>c. I can reread to make sure that what I'm reading makes sense.</li> </ul> </li> </ul>
CCS Standards: Language	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>• L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.               <ul style="list-style-type: none"> <li>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>h. Use coordinating and subordinating conjunctions.</li> <li>i. Produce simple, compound, and complex sentences.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can use conventions to send a clear message to my reader.               <ul style="list-style-type: none"> <li>g. I can use adjectives to describe nouns.</li> <li>g. I can use adverbs to describe actions.</li> <li>h. I can use coordinating and subordinating conjunctions.</li> <li>i. I can write simple, complex, and compound sentences.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.               <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Determine the meaning of the new word formed when a known affix is added to a known word.</li> <li>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</li> <li>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can determine the meaning of unknown words and phrases, choosing from a range of strategies.               <ul style="list-style-type: none"> <li>a. I can use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. I can determine the meaning of the new word formed when a known affix is added to a known word.</li> <li>c. I can use a known root word as a clue to the meaning of an unknown word with the same root.</li> <li>d. I can use glossaries to determine or clarify the precise meaning of key words and phrases.</li> </ul> </li> </ul>



Standards: Speaking and Listening	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</li> </ul>	<ul style="list-style-type: none"> <li>I can engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing my own clearly.</li> </ul>

Texts
1. Jerry Pinkney, <i>Aesop's Fables</i> (San Francisco: Chronicle Books, 2000), ISBN: 978-1-58717-000-3.
2. Ed Young, <i>Lon Po Po: A Red-Riding Hood Story from China</i> (New York: Penguin Putnam Books for Young Readers, 1996), ISBN: 978-0-698-11382-4.
3. Lynda Durrant Lemmon, "The Fox and the Wolf," in <i>Jack &amp; Jill</i> (Vol. 58, Issue 1), Jan./Feb. 1996.
4. Aesop, "The Wolves and the Sheep," from Project Gutenberg, as found at: <a href="http://www.gutenberg.org/files/19994/19994-h/19994-h.htm#Page_110">http://www.gutenberg.org/files/19994/19994-h/19994-h.htm#Page_110</a> .
5. Ellen C. Babbitt, "The Tricky Wolf and the Rats," in <i>More Jataka Tales</i> (New York: D. Appleton-Century Company, 1922), as found at <a href="http://etc.usf.edu/lit2go/73/more-jataka-tales/4979/the-tricky-wolf-and-the-rats/">http://etc.usf.edu/lit2go/73/more-jataka-tales/4979/the-tricky-wolf-and-the-rats/</a> .
6. Aesop, "The Wolf and the Lamb," from Project Gutenberg, as found at <a href="http://www.gutenberg.org/files/19994/19994-h/19994-h.htm#Page_42">http://www.gutenberg.org/files/19994/19994-h/19994-h.htm#Page_42</a> .
7. Richard Edwards, "A Wolf in the Park," from the Scottish Poetry Library, as found at <a href="http://www.scottishpoetrylibrary.org.uk/poetry/poems/wolf-park">http://www.scottishpoetrylibrary.org.uk/poetry/poems/wolf-park</a> .
8. Jim and Judy Brandenburg, <i>Face to Face with Wolves</i> (Washington, D.C.: National Geographic Publications, 2010), ISBN978-1-4263-0698-3.



Week	Instructional Focus	Long-Term Targets	Assessments
<b>Unit 1: The Wolf in Traditional Stories</b>			
<b>Weeks 1-2</b>	<ul style="list-style-type: none"> <li>• Mystery Gallery Walk : Wolves in Fiction and Fact</li> <li>• Launching Independent Reading</li> <li>• Analyzing the Wolf's Character in the Chinese Folktale <i>Lon Po Po</i></li> </ul>	<ul style="list-style-type: none"> <li>• I can determine the central lesson and explain how it is conveyed through key details in the text. (RL.3.2)</li> <li>• I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3)</li> <li>• I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. (RL.3.4)</li> <li>• I can explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. (RL.3.7)</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-Unit 1 Assessment: "Fox and Wolf" Selected Response and Short Answer Questions (RL.3.2–4 and RL.3.7)</li> </ul>
	<ul style="list-style-type: none"> <li>• Reading Fables and Analyzing the Wolf Character</li> <li>• Writing Opinions about the Wolf's Character</li> <li>• Reading Aloud to Improve Fluency</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3)</li> <li>• I can determine the meaning of unknown words and phrases, choosing from a range of strategies. (L.3.4)</li> <li>• I can write opinion pieces, supporting a point of view with reasons. (W.3.1)</li> <li>• I can read with sufficient accuracy and fluency to support comprehension. (RF.3.4)</li> </ul>	<ul style="list-style-type: none"> <li>• End of Unit 1 Assessment, Part 1: "The Wolves and the Sheep" Character Analysis and Opinion Writing (RL.3.3, L.3.4, and W.3.1)</li> <li>• End of Unit 1 Assessment, Part 2: Reading Fluently (RF.3.4)</li> </ul>



Week	Instructional Focus	Long-Term Targets	Assessments
<b>Unit 2: The Wolf in Informational Text</b>			
<b>Weeks 3-4</b>	<ul style="list-style-type: none"> <li>Introducing the Performance Task</li> <li>Asking and Answering Questions about Real Wolves</li> <li>Reading Closely about the Traits and Behaviors of Real Wolves</li> </ul>	<ul style="list-style-type: none"> <li>I can ask questions to deepen my understanding of informational text. (RI.3.1)</li> <li>I can answer questions using specific details from informational text. (RI.3.1)</li> <li>I can determine the meaning of unknown words in informational text. (RI.3.4)</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 2 Assessment: Reading a New Section of <i>Face to Face With Wolves</i>: “Life in the Pack” (RI.3.1 and RI.3.4)</li> </ul>
	<ul style="list-style-type: none"> <li>Reading Closely about the Traits and Behaviors of Real Wolves</li> <li>Writing about the Traits and Behaviors of Real Wolves</li> </ul>	<ul style="list-style-type: none"> <li>I can determine the main idea of an informational text. (RI.3.2)</li> <li>I can retell key ideas from an informational text. (RI.3.2)</li> <li>I can determine the meaning of unknown words in informational text. (RI.3.4)</li> <li>I can distinguish between my point of view and the author's point of view. (RI.3.6)</li> <li>I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2)</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 2 Assessment: Reading and Writing about <i>Face to Face with Wolves</i> (RI.3.2 and W3.2)</li> </ul>



Week	Instructional Focus	Long-Term Targets	Assessments
<b>Unit 3: Narrative Writing about the Wolf</b>			
<b>Weeks 5-7 ½</b>	<ul style="list-style-type: none"> <li>• Reviewing the Performance Task</li> <li>• Studying the Organization and Structure of Narratives</li> <li>• Creating Rich Characters Based on Research</li> <li>• Using Details from Informational Text to Inform Narrative Planning</li> <li>• Introducing Dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• I can craft narrative texts about real or imagined experiences or events (W.3.3).               <ul style="list-style-type: none"> <li>a. I can establish a situation.</li> <li>a. I can introduce the narrator and/or characters of my narrative.</li> <li>a. I can organize events in an order that makes sense in my narrative.</li> <li>a. I can use dialogue to show the actions, thoughts, and feelings of my characters.</li> <li>b. I can use descriptive words to show the actions, thoughts, and feelings of my characters.</li> <li>b. I can use transitional words and expressions to show passage of time in a narrative text.</li> <li>c. I can write a conclusion to my narrative.</li> </ul> </li> <li>• I can retell key ideas from an informational text. (RI.3.2)</li> <li>• I can identify the main message or lesson of a story using key details from the text. (RL.3.2)</li> <li>• I can describe how parts of a story build on one another. (RL.3.5)</li> <li>• I can explain how an illustration contributes to the story (e.g., mood, tone, character, setting). (RL.3.7)</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-Unit 3 Assessment: Revising Plan (W.3.3 and W.3.5)</li> </ul>



Week	Instructional Focus	Long-Term Targets	Assessments
<b>Weeks 5-7 ½ (continued)</b>	<ul style="list-style-type: none"> <li>• Drafting a Narrative</li> <li>• Illustrating a Story</li> <li>• Revising Drafts for Descriptive Language and Transitional Words and Phrases</li> <li>• Sharing the Performance Task</li> </ul>	<ul style="list-style-type: none"> <li>• I can craft narrative texts about real or imagined experiences or events. (W.3.3)               <ul style="list-style-type: none"> <li>a. I can establish a situation.</li> <li>a. I can introduce the narrator and/or characters of my narrative.</li> <li>a. I can organize events in an order that makes sense in my narrative.</li> <li>a. I can use dialogue to show the actions, thoughts, and feelings of my characters.</li> <li>b. I can use descriptive words to show the actions, thoughts, and feelings of my characters.</li> <li>b. I can use transitional words and expressions to show passage of time in a narrative text.</li> <li>c. I can write a conclusion to my narrative.</li> </ul> </li> <li>• With support from adults, I can produce writing that is appropriate to task and purpose. (W.3.4)</li> <li>• With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5)</li> </ul>	<ul style="list-style-type: none"> <li>• End of Unit 3 Assessment: Draft Wolf Narrative (W.3.3)</li> <li>• Performance Task: Wolf Narrative (W.3.3)</li> </ul>



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# Grade 3: Module 3B:

## Assessment Overview



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Final Performance Task	<p><b>Wolf Narrative</b></p> <p>In this performance task, students have an opportunity to apply what they have learned about real wolves in Unit 2 with what they have learned about the characteristics of narratives in Unit 1, to write and illustrate a narrative with a realistic wolf character. Using facts and details gathered from <i>Face to Face with Wolves</i> (in Unit 2), they first plan their narratives by choosing a problem faced by real wolves, and then create a character profile of their main wolf character. Next, students plan their narratives incorporating what they have learned about real wolves and the problems they face. Students then receive critique and feedback from the teacher in order to revise and improve their plans. They then draft their narratives, creating a story rich with realistic details. Finally, they add illustrations to complete their performance task for this module. <b>This task addresses NYSP12 ELA CCLS W.3.3, W.3.4, W.3.5, L.3.1g, h, and i.</b></p>
Mid-Unit 1 Assessment	<p><b>Selected Response and Short Answer Questions: “Fox and Wolf”</b></p> <p>This assessment centers on NYSP12 ELA CCLS RL.3.1–4 and RL.3.7. Students read a new folktale, “Fox and Wolf.” Then they respond to text-dependent and short answer questions that demonstrate their ability to recount the story, determine the central lesson, and describe the characters, as well as how their actions contribute to the sequence of events. Students are also asked to explain how the illustrations that accompany the folktale contribute to what is conveyed through words and to determine the meaning of unfamiliar literal and non-literal language.</p>
End of Unit 1 Assessment	<p><b>Part 1: Character Analysis and Opinion Writing: “The Wolves and the Sheep”</b></p> <p>This assessment has two parts. Part 1 centers on NYSP12 ELA CCLS RL.3.3, L.3.4, and W.3.1. Students read a new fable, “The Wolves and the Sheep,” and then complete a Character chart to help them respond to text-dependent questions that ask them to describe the main characters and explain how their actions contribute to the sequence of events. Students also use a variety of strategies to determine the meaning of unfamiliar words and phrases from the story. Then they use the information they have gathered to write a three-to-five-sentence opinion paragraph that answers the questions: “What is the best word to describe the wolves in this story? Why?” Students will need to support their opinion with at least two reasons, use linking words, and provide a concluding statement.</p> <p><b>Part 2: Reading Fluently</b></p> <p>Part 2 focuses on RF.3.4, and is meant to build on fluency work from Modules 1 and 2. Students will read aloud one of three texts: “The Tricky Wolf and the Rats” (folktale, Lexile 620), “The Wolf and the Sheep” (fable, Lexile 700), or “The Wolf in the Park” (poem, Lexile 780). A range of Lexiled texts are provided to ensure students at varying levels of third-grade reading proficiency have access to a grade-level text that will allow them to demonstrate their personal level of fluent reading. Note that if your school and/or district already has an established fluency program, this assessment is optional, but recommended.</p>



Mid-Unit 2 Assessment	<b>Reading a New Section of <i>Face to Face With Wolves</i>: “Life in the Pack”</b> This assessment centers on NYSP12 ELA CCLS RI.3.1 and RI.3.4. For this assessment, students read a new section from <i>Face to Face with Wolves</i> and respond to text-dependent and short answer questions. Students are asked to explain the gist of this section, answer questions using evidence from the text, and determine the meaning of unfamiliar words.
End of Unit 2 Assessment	<b>Reading and Writing about Wolves</b> This assessment centers on NYSP12 ELA CCLS RI.3.2, RI.3.4, RI.3.6, and W.3.2. Students read a new section from <i>Face to Face with Wolves</i> . In the first part of this assessment, students determine the main idea of the section and identify key details that helped them understand the main idea. Students then answer text-dependent and short answer questions focused on using evidence from the text, author’s point of view, and determining the meaning of unfamiliar words. In the last part of the assessment, students plan and write a paragraph in response to a prompt to explain their own point of view about wolves.
Mid-Unit 3 Assessment	<b>Revising Wolf Narrative Plans</b> This assessment centers on NYSP12 ELA CCLS W.3.3 and W.3.5. Students revise their plans for narratives about a problem faced by real wolves using teacher feedback and highlight the revisions they make.
End of Unit 3 Assessment	<b>Draft the Wolf Narrative</b> This assessment centers on NYSP12 ELA CCLS W.3.3. Students use their plans to draft a narrative about a problem faced by real wolves.



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# Grade 3: Module 3B: Performance Task



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### Summary of Task

In this performance task, students have an opportunity to apply what they have learned about real wolves in Unit 2 with what they have learned about the characteristics of narratives in Unit 1, to write and illustrate a narrative with a realistic wolf character. Using facts and details gathered from *Face to Face with Wolves* (in Unit 2), they first plan their narratives by choosing a problem faced by real wolves, and then create a character profile of their main wolf character. Next, students plan their narratives incorporating what they have learned about real wolves and the problems they face. Students then receive critique and feedback from the teacher in order to revise and improve their plans. They then draft their narratives, creating a story rich with realistic details. Finally, they add illustrations to complete their performance task for this module. **This task addresses NYSP12 ELA CCLS W.3.3, W.3.4, W.3.5, L.3.1g, h, and i.**

### Format

#### Written Narrative

Draft will be revised for sentence structure, adjectives, and adverbs.  
Students will revise based on peer critique feedback.

### Standards Assessed through This Task

- W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
  - b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
  - c. Use temporal words and phrases to signal event order.
  - d. Provide a sense of closure.
- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
  - h. Use coordinating and subordinating conjunctions.
  - i. Produce simple, compound, and complex sentences.



#### Student-Friendly Writing Invitation/Task Description

After reading folktales and fables about the wolf as a character in fiction and reading about real wolves in an informational text, write a story about a problem encountered by real wolves. Include descriptions of wolves and their actions based on facts and details from the text *Face to Face with Wolves*.

#### Key Criteria for Success (Aligned with NYSP12 ELA CCLS)

Below are key criteria students need to address when completing this task. Specific lessons during the module build-in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a rubric on which their work will be critiqued and formally assessed.

- Write descriptions of your wolf characters and their actions using the facts and details you learned about real wolves.
- Base your story on a problem that real wolves face.
- Write dialogue that shows what the characters are thinking and feeling.
- Write a story where the order of events makes sense from beginning to end.



#### Options for Students

- Students must write their narratives independently.
- Students could work with a partner to develop a plan for the story.
- Students could dictate their planning page.
- Students could use pictures in their planning page to support the development of their narrative.
- The narratives can be of varying length, depending on students' literacy and language skills.

#### Options for Teachers

- Teachers can put all stories together in one published anthology.
- Students can present their stories at an author's celebration.
- Students can create artwork to accompany their narratives.
- Students can present their writing to another classroom.
- Teachers can display students' writing in the school.

#### Resources and Links

- None

#### Central Text and Informational Texts

Ed Young, *Lon Po Po* (New York: Penguin Young Readers Group, 1989), ISBN 978-0-698-1132-4.

Jerry Pinkney, *Aesop's Fables* (San Francisco: Chronicle Books, 2000), ISBN 978-1-58717-000-3.

Jim and Judy Brandenburg, *Face to Face with Wolves* (Washington, D.C.: National Geographic Society, 2010), ISBN 978-1-4263-0698-3.



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# Grade 3: Module 3B: Unit 1: Overview



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## Unit 1: The Wolf in Traditional Stories

In this first unit, students read folktales and fables to learn about and describe how the character of the wolf is depicted through traditional narratives. They also continue to build fluency skills through ongoing modeling, practice, and self-evaluation, based on provided criteria (see Preparation and Materials). In the first half of the unit, students closely read the folktale *Lon Po Po* (a Chinese retelling of “Little Red Riding Hood”) to build their understanding of how the words, actions, and traits of the wolf and other characters contribute to a sequence of events that convey an important lesson to the reader. Students also determine the meaning of literal and non-literal language in the story and explore how specific aspects of the illustrations in *Lon Po Po* contribute to their understanding of the text. For the mid-unit assessment, students read a new folktale, “Fox and Wolf,” and then answer selected-response and short answer questions about the characters, their actions, the lesson of the story, the meanings of unfamiliar terms, and how illustrations contribute to readers’ understanding of the text.

In the second half of the unit, students read three fables that feature a wolf as the central character. As students read each fable, they continue to analyze the character of the wolf and are asked to form and support an opinion about the wolf based on their analysis. For the end of unit assessment, students first read a new fable, complete a Character chart, answer text-dependent questions, and determine the meaning of unfamiliar words and phrases using a variety of strategies and resources. Then, they write a three-to-five-sentence paragraph to express an opinion about the wolf in the story, support their point of view with reasons, and provide a concluding statement. This assessment also includes an optional fluency assessment, aligned with NYSP12 ELA CCLS RF.3.4.

### Guiding Questions and Big Ideas

- **What lessons can be learned from traditional stories?**
- **Who is the wolf in fiction?**
- *Traditional stories can convey important lessons to the reader or listener.*
- *We can learn about wolves through literature and informational texts.*



Mid-Unit 1 Assessment	<p><b>Selected Response and Short Answer Questions: “Fox and Wolf”</b></p> <p>This assessment centers on NYSP12 ELA CCLS RL.3.1–4 and RL.3.7. Students read a new folktale, “Fox and Wolf.” Then they respond to text-dependent and short answer questions that demonstrate their ability to recount the story, determine the central lesson, and describe the characters, as well as how their actions contribute to the sequence of events. Students are also asked to explain how the illustrations that accompany the folktale contribute to what is conveyed through words and to determine the meaning of unfamiliar literal and non-literal language.</p>
End of Unit 1 Assessment	<p><b>Part 1: Character Analysis and Opinion Writing: “The Wolves and the Sheep”</b></p> <p>This assessment has two parts. Part 1 centers on NYSP12 ELA CCLS RL.3.3, L.3.4, and W.3.1. Students read a new fable, “The Wolves and the Sheep,” and then complete a Character chart to help them respond to text-dependent questions that ask them to describe the main characters and explain how their actions contribute to the sequence of events. Students also use a variety of strategies to determine the meaning of unfamiliar words and phrases from the story. Then they use the information they have gathered to write a three-to-five-sentence opinion paragraph that answers the questions: “What is the best word to describe the wolves in this story? Why?” Students will need to support their opinion with at least two reasons, use linking words, and provide a concluding statement.</p> <p><b>Part 2: Reading Fluently</b></p> <p>Part 2 focuses on RF.3.4, and is meant to build on fluency work from Modules 1 and 2. Students will read aloud one of three texts: “The Tricky Wolf and the Rats” (folktale, Lexile 620), “The Wolf and the Sheep” (fable, Lexile 700), or “The Wolf in the Park” (poem, Lexile 780). A range of Lexiled texts are provided to ensure students at varying levels of third-grade reading proficiency have access to a grade-level text that will allow them to demonstrate their personal level of fluent reading. Note that if your school and/or district already has an established fluency program, this assessment is optional, but recommended.</p>



### Content Connections

This module is designed to address English Language Arts standards as students read literature and informational text about wolves. However, the module intentionally incorporates Social Studies Practices and Themes to support potential interdisciplinary connections to this compelling content. These intentional connections are described below.

**Big ideas and guiding questions are informed by the New York State Common Core K–8 Social Studies Framework:**

**<http://engageny.org/sites/default/files/resource/attachments/ss-framework-k-8.pdf>**

#### ***Time, Continuity, and Change***

**3.8 Each community or culture has a unique history, including heroic figures, traditions, and holidays.**

- 3.8a People in world communities use legends, folktales, oral histories, biographies, and historical narratives to transmit cultural histories from one generation to the next.
  - Students will examine legends, folktales, oral histories, biographies, and historical narratives to learn about the important individuals and events of each selected world community.
- 3.8b Arts, music, dance, and literature develop through a community's history.
  - Students will explore the arts, music, dance, and literature for each selected world community.



**Texts**

1. Jerry Pinkney, *Aesop's Fables* (San Francisco: Chronicle Books, LLC, 2000), ISBN: 978-1-58717-000-3.
2. Ed Young, *Lon Po Po: A Red-Riding Hood Story From China* (New York: Penguin Putnam Books for Young Readers, 1996), ISBN: 978-0-698-11382-4.
3. Lynda Durrant Lemmon, "The Fox and the Wolf," in *Jack & Jill* (Vol. 58, Issue 1), Jan./Feb. 1996.
4. Aesop, "The Wolves and the Sheep," from Project Gutenberg, as found at: [http://www.gutenberg.org/files/19994/19994-h/19994-h.htm#Page\\_110](http://www.gutenberg.org/files/19994/19994-h/19994-h.htm#Page_110).
5. Ellen C. Babbitt, "The Tricky Wolf and the Rats," in *More Jataka Tales* (New York: D. Appleton-Century Company, 1922), as found at <http://etc.usf.edu/lit2go/73/more-jataka-tales/4979/the-tricky-wolf-and-the-rats/>.
6. Aesop, "The Wolf and the Lamb," from Project Gutenberg, as found at [http://www.gutenberg.org/files/19994/19994-h/19994-h.htm#Page\\_42](http://www.gutenberg.org/files/19994/19994-h/19994-h.htm#Page_42).
7. Richard Edwards, "A Wolf in the Park," from the Scottish Poetry Library, as found at <http://www.scottishpoetrylibrary.org.uk/poetry/poems/wolf-park>.



**This unit is approximately 2 weeks or 11 sessions of instruction.**

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 1</b>	Gallery Walk and Independent Reading: Wolves in Fiction and Fact	<ul style="list-style-type: none"> <li>I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1)</li> <li>I can recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations. (RL.3.11)</li> <li>I can self-select text based on personal preferences. (RL.3.11a)</li> <li>I can engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing my own clearly. (SL.3.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can engage in collaborative discussions with peers.</li> <li>I can ask and answer questions based on what I see and hear during a Gallery Walk.</li> <li>I can select an independent reading text based on personal preferences.</li> </ul>	<ul style="list-style-type: none"> <li>Tour notes (from Gallery Walk)</li> <li>Appropriate independent reading selection based on personal preferences.</li> </ul>	<ul style="list-style-type: none"> <li>Gallery Walk protocol</li> <li>Guiding Questions anchor chart</li> <li>Independent Reading Preferences anchor chart</li> </ul>
<b>Lesson 2</b>	Close Reading: <i>Lon Po Po</i> , Pages 4–11	<ul style="list-style-type: none"> <li>I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1)</li> <li>I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3)</li> <li>I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. (RL.3.4)</li> <li>I can explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. (RL.3.7)</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the characters in <i>Lon Po Po</i> and explain how their actions contribute to the sequence of events, on pages 4–11.</li> <li>I can determine the meaning of words and phrases from <i>Lon Po Po</i>.</li> <li>I can explain how illustrations in <i>Lon Po Po</i> contribute to my understanding of the story.</li> </ul>	<ul style="list-style-type: none"> <li>Independent reading questions (from homework)</li> <li>Text-Dependent Questions: <i>Lon Po Po</i>, pages 4–11</li> <li>Vocabulary cards</li> </ul>	<ul style="list-style-type: none"> <li>Who Is the Wolf in Fiction anchor chart</li> <li>Independent Reading Preferences anchor chart</li> <li>Guiding Questions anchor chart</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 3</b>	Close Reading: <i>Lon Po Po</i> , Pages 12–21	<ul style="list-style-type: none"> <li>I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1)</li> <li>I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3)</li> <li>I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. (RL.3.4)</li> <li>I can explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. (RL.3.7)</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how the characters' actions contribute to the sequence of events on pages 12–21 of <i>Lon Po Po</i>.</li> <li>I can determine the meaning of words and phrases from <i>Lon Po Po</i>.</li> <li>I can explain how illustrations in <i>Lon Po Po</i> contribute to my understanding of the story.</li> </ul>	<ul style="list-style-type: none"> <li>Fluency Self-Assessment (from homework)</li> <li>Text-Dependent Questions: <i>Lon Po Po</i>, pages 12–21</li> <li>Vocabulary cards</li> </ul>	<ul style="list-style-type: none"> <li>Back-to-Back, Face-to-Face protocol</li> <li>Guiding Questions anchor chart</li> <li>Who Is the Wolf in Fiction anchor chart</li> </ul>
<b>Lesson 4</b>	Close Reading: <i>Lon Po Po</i> , Pages 22–31	<ul style="list-style-type: none"> <li>I can determine the central lesson and explain how it is conveyed through key details in the text. (RL.3.2)</li> <li>I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3)</li> <li>I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. (RL.3.4)</li> <li>I can explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. (RL.3.7)</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how characters' actions contribute to the sequence of events that take place in <i>Lon Po Po</i>.</li> <li>I can determine the meaning of words and phrases from <i>Lon Po Po</i>.</li> <li>I can explain the lesson that is conveyed in <i>Lon Po Po</i> by referring to key details from the story.</li> </ul>	<ul style="list-style-type: none"> <li>Fluency Self-Assessment (continued from Lesson 2 homework)</li> <li>Text-Dependent Questions: <i>Lon Po Po</i>, pages 22–31</li> <li>Vocabulary cards</li> </ul>	<ul style="list-style-type: none"> <li>Back-to-Back, Face-to-Face protocol</li> <li>Guiding Questions anchor chart</li> <li>Who Is the Wolf in Fiction anchor chart</li> <li>Narrative Elements anchor chart</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 5</b>	Mid-Unit Assessment: “Fox and Wolf” Selected Response and Short Answer Questions	<ul style="list-style-type: none"><li>• I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1)</li><li>• I can determine the central lesson and explain how it is conveyed through key details in the text. (RL.3.2)</li><li>• I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3)</li><li>• I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. (RL.3.4)</li><li>• I can explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story. (RL.3.7)</li></ul>	<ul style="list-style-type: none"><li>• I can explain how characters’ actions contribute to the sequence of events that take place in “Fox and Wolf.”</li><li>• I can determine the meaning of words and phrases from “Fox and Wolf.”</li><li>• I can explain the lesson that is conveyed in “Fox and Wolf” by referring to key details from the story.</li></ul>	<ul style="list-style-type: none"><li>• Mid-Unit 1 Assessment</li><li>• Tracking My Progress, Mid-Unit 1 recording form</li></ul>	<ul style="list-style-type: none"><li>• Guiding Questions anchor chart</li><li>• Who Is the Wolf in Fiction anchor chart</li><li>• Narrative Elements anchor chart</li></ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 6</b>	Describing the Wolf in Fables: "The Wolf and the Lean Dog," Part 1	<ul style="list-style-type: none"> <li>I can determine the meaning of unknown words and phrases, choosing from a range of strategies. (L.3.4)</li> <li>I can use sentence-level context as a clue to the meaning of a word or phrase. (L.3.4a)</li> <li>I can determine the meaning of the new word formed when a known affix is added to a known word. (L.3.4b)</li> <li>I can read with sufficient accuracy and fluency to support comprehension. (RF.3.4)</li> <li>I can engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing my own clearly. (SL.3.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can work with peers to review and justify my responses to the Mid-Unit 1 Assessment questions, then revise as necessary based on group discussions and evidence from the text.</li> <li>I can determine the meaning of words using context clues and known affixes.</li> </ul>	<ul style="list-style-type: none"> <li>Fluency Self-Assessment (continued from Lesson 2 homework)</li> <li>Mid-Unit 1 Assessment revisions</li> <li>Vocabulary cards</li> </ul>	<ul style="list-style-type: none"> <li>Guiding Questions anchor chart</li> <li>Who Is the Wolf in Fiction anchor chart</li> <li>Narrative Elements anchor chart</li> <li>Back-to-Back, Face-to-Face protocol</li> </ul>
<b>Lesson 7</b>	Describing the Wolf in Fables: "The Wolf and the Lean Dog," Part 2	<ul style="list-style-type: none"> <li>I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3)</li> <li>I can write opinion pieces, supporting a point of view with reasons. (W.3.1)</li> <li>I can read with sufficient accuracy and fluency to support comprehension. (RF.3.4)</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the characters in "The Wolf and the Lean Dog" and explain how their actions contribute to the sequence of events.</li> <li>I can express an opinion about the wolf in this fable and support my opinion with reasons.</li> </ul>	<ul style="list-style-type: none"> <li>Fluency Self-Assessment (continued from Lesson 2 homework)</li> <li>Vocabulary cards</li> <li>Character Analysis Chart and Text-Dependent Questions: "The Wolf and the Lean Dog"</li> </ul>	<ul style="list-style-type: none"> <li>Guiding Questions anchor chart</li> <li>Who Is the Wolf in Fiction anchor chart</li> <li>Narrative Elements anchor chart</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 8</b>	Describing the Wolf in Fables: "The Wolf in Sheep's Clothing"	<ul style="list-style-type: none"> <li>I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3)</li> <li>I can determine the meaning of unknown words and phrases, choosing from a range of strategies. (L.3.4)</li> <li>I can use sentence-level context as a clue to the meaning of a word or phrase. (L.3.4a)</li> <li>I can use a known root word as a clue to the meaning of an unknown word with the same root. (L.3.4c)</li> <li>I can use glossaries to determine or clarify the precise meaning of key words and phrases. (L.3.4d)</li> <li>I can write opinion pieces, supporting a point of view with reasons. (W.3.1)</li> <li>I can read with sufficient accuracy and fluency to support comprehension. (RF.3.4)</li> </ul>	<ul style="list-style-type: none"> <li>I can determine the meaning of unknown words using context clues, known root words, and a glossary.</li> <li>I can describe the characters in "The Wolf in Sheep's Clothing" and explain how their actions contribute to the sequence of events.</li> <li>I can express an opinion about the wolf in this fable and support my opinion with reasons.</li> </ul>	<ul style="list-style-type: none"> <li>Fluency Self-Assessment (continued from Lesson 2 homework)</li> <li>Character T-chart (from homework)</li> <li>Character Analysis Chart and Text-Dependent Questions: "The Wolf in Sheep's Clothing"</li> <li>Vocabulary cards</li> </ul>	<ul style="list-style-type: none"> <li>Guiding Questions anchor chart</li> <li>Opinion Writing anchor chart</li> <li>Narrative Elements anchor chart</li> <li>Who Is the Wolf in Fiction anchor chart</li> </ul>
<b>Lesson 9</b>	Describing the Wolf in Fables: "The Wolf and the Crane"	<ul style="list-style-type: none"> <li>I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3)</li> <li>I can determine the meaning of unknown words and phrases, choosing from a range of strategies. (L.3.4)</li> <li>I can write opinion pieces, supporting a point of view with reasons. (W.3.1)</li> <li>I can read with sufficient accuracy and fluency to support comprehension. (RF.3.4)</li> </ul>	<ul style="list-style-type: none"> <li>I can determine the meaning of words by choosing from a variety of strategies.</li> <li>I can describe the characters in "The Wolf and the Crane" and explain how their actions contribute to the sequence of events.</li> <li>I can express an opinion about the wolf in this fable and support my opinion with reasons.</li> </ul>	<ul style="list-style-type: none"> <li>Fluency Self-Assessment (continued from Lesson 2 homework)</li> <li>Character T-chart: "The Wolf and the Shepherd" (from homework)</li> <li>Character Analysis Chart and Text-Dependent Questions: "The Wolf and the Crane"</li> <li>Vocabulary cards</li> </ul>	<ul style="list-style-type: none"> <li>Guiding Questions anchor chart</li> <li>Opinion Writing anchor chart</li> <li>Narrative Elements anchor chart</li> <li>Who Is the Wolf in Fiction anchor chart</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 10</b>	End of Unit 1 Assessment, Part 1: Character Analysis and Opinion Writing: “The Wolves and the Sheep”	<ul style="list-style-type: none"><li>• I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3)</li><li>• I can determine the meaning of unknown words and phrases, choosing from a range of strategies. (L.3.4)</li><li>• I can write opinion pieces, supporting a point of view with reasons. (W.3.1)</li></ul>	<ul style="list-style-type: none"><li>• I can determine the meaning of words by choosing from a variety of strategies.</li><li>• I can describe the characters in “The Wolves and the Sheep” and explain how their actions contribute to the sequence of events.</li><li>• I can express an opinion about the wolves in this fable and support my opinion with reasons.</li></ul>	<ul style="list-style-type: none"><li>• End of Unit 1 Assessment, Part 1</li><li>• Tracking My Progress, End of Unit 1 recording form</li></ul>	<ul style="list-style-type: none"><li>• Guiding Questions anchor chart</li><li>• Narrative Elements anchor chart</li><li>• Who Is the Wolf in Fiction anchor chart</li></ul>
<b>Lesson 11</b>	End of Unit 1 Assessment, Part 2: Reading Fluently	<ul style="list-style-type: none"><li>• I can read with sufficient accuracy and fluency to support comprehension. (RF.3.4)</li></ul>	<ul style="list-style-type: none"><li>• I can read an unfamiliar text accurately and fluently</li></ul>	<ul style="list-style-type: none"><li>• Fluency Self-Assessment (continued from Lesson 2 homework)</li><li>• End of Unit 1 Assessment, Part 2</li></ul>	<ul style="list-style-type: none"><li>• Narrative Elements anchor chart</li><li>• Who Is the Wolf in Fiction anchor chart</li></ul>



Optional: Experts, Fieldwork, and Service

**Experts:**

- Invite a media specialist to help students explore various types of traditional stories—such as tall tales, fairy tales, porquoi stories, etc.—from around the world.

**Fieldwork:**

- Arrange for a trip to a local library and/or bookstore that has a large selection of traditional stories for students to explore through a “scavenger hunt” for various types of stories and/or particular titles of popular folktales, fairy tales, and tall tales.

**Service:**

- Have students choose a favorite folktale, fable, or other type of traditional story to practice and then read aloud to small groups, or entire classes, of younger students.

Optional: Extensions

- Extend students’ work with *Aesop’s Fables* by asking them to analyze the character traits and actions of other animal characters in comparison to the character of the wolf.
- Consider sharing stories from *Nelson Mandela’s Favorite African Folktales*, edited by Nelson Mandela (New York: W.W. Norton & Company, 2007) with students.
- Consider allowing students to practice and perform a readers’ theater version of a folktale, fable, or other type of traditional story (there are many options available on the internet and at various local libraries).
- Allow students to create a “puppet show” version of a story from *Aesop’s Fables* to perform for peers, younger students, and/or family and community members.
- Coordinate with an art instructor and/or media specialist to help students create collages of imagery and text that show “Who is the wolf in fiction?” as a way to help them synthesize their learning after the final lesson in this unit.



### Preparation and Materials

- Each student will need a journal to use throughout this module (starting in Lesson 1), as well as a metal ring (1–2 inches in diameter) to hold vocabulary cards (introduced in Lesson 2).
- Review the Unit 1 Recommended Texts list and work with a media specialist to locate a variety of independent reading books for students to choose from in Lesson 1.
- In Lesson 1, students participate in a Mystery Gallery Walk. Review this lesson in advance for suggestions about how to set up the “tour station stops” for students to visit during the Gallery Walk. Note that one suggestion is to create a station of wolf artifacts, such as pelts, teeth, bones, sculptures, etc. This is *optional*, as these objects may be difficult to locate. However, depending on your location, resources may be available through a local high school, university, wildlife education center, and/or your local parks and recreation department.
- Be sure to have a small whiteboard and whiteboard marker for each student to use during Lesson 8.

### Fluency Work

- There is an option to assess students’ fluent reading skills in Lesson 10. Therefore, a variety of strategies for helping students continue to develop fluent reading skills have been embedded throughout lessons (i.e., choral reading, whisper reading, fluency practice, and self-evaluation through reading and rereading, etc.). Before beginning the first lesson of this unit, consider introducing (or reviewing) the criteria described on the fluency self-assessment (see Fluency Resource “Fluency Self-Assessment” and “Introducing the Fluency Self-Assessment”) by asking students to listen to and evaluate short folktales read aloud for fluency using the rubric. Sample folktales are available at the following links:
  - “The Otters and the Wolf,” found at <http://etc.usf.edu/lit2go/73/more-jataka-tales/4972/the-otters-and-the-wolf/>
  - “The Lion in Bad Company,” found at <http://etc.usf.edu/lit2go/73/more-jataka-tales/4971/the-lion-in-bad-compan>
- It will be important to meet with students at least twice prior to Part 2 of the end of unit assessment, to help them:
  1. Establish appropriate fluency goals and strategies for acquiring those goals;
  2. Monitor and reflect on their progress toward fluency goals;
  3. Refine fluency goals as needed.
- For additional ideas, see the Fluency Resource in the stand-alone Foundational Reading and Language Standards Resource Package for Grades 3–5 on EngageNY.org.
- Note that it may not be possible to assess all your students’ fluent reading skills during Lesson 10. Think about other times during the day or school week when the assessment could be administered. If the fluency assessment is conducted over the course of two or more days, it will important to use a different text on each successive day. If students discuss fluency passages with others who have not yet been assessed, it will interfere with the authenticity of ongoing assessments. Three texts, Lexile range 620–780 have been provided (see Lesson 10) to ensure students at varying levels of reading ability have an opportunity to demonstrate their fluent reading skills with an appropriate grade-level text.



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# Grade 3: Module 3B: Unit 1:

## Recommended Texts



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The list below includes texts with a range of Lexile® text measures about wolves in fiction: folk tales, fairy tales, and fables. This provides appropriate independent reading for each student to help build content knowledge about the topic. Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

It is imperative that students read a high volume of texts at their reading level in order to continue to build the academic vocabulary and fluency demanded by the CCLS.

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile measures that correspond to Common Core Bands: below grade band, within band, and above band. Note, however, that Lexile® measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

**Common Core Band Level Text Difficulty Ranges:**

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grades 2–3: 420–820L
- Grades 4–5: 740–1010L

Title	Author and Illustrator	Text Type	Lexile Measure
<b>Lexile text measures below band level (under 420L)</b>			
<i>Betsy Red Hoodie</i>	Gail Carson Levine (author) Scott Nash (illustrator)	Literature	210
<i>The Three Little Pigs: The Graphic Novel</i>	Lisa Trumbauer (author) Aaron Blecha (illustrator)	Graphic Novel	340
<i>Anansi and the Moss-Covered Rock</i>	Eric A. Kimmel (author) Janet Stevens (illustrator)	Literature	380
<i>Who's in Rabbits House?</i>	Verna Aardema (author) Leo and Diane Dillon (illustrators)	Literature	390



Title	Author and Illustrator	Text Type	Lexile Measure
<b>Lexile text measures within band level (420–820L)</b>			
<i>There's a Wolf at the Door</i>	Zoe Alley (author) R.W. Alley (illustrator)	Literature	490
<i>The Boy Who Cried Wolf</i>	B.G. Hennessey (author) Boris Kulikov (illustrator)	Literature	500*
<i>Wolf! Wolf!</i>	John Rocco (author, illustrator)	Literature	550*
<i>The Wolf's Chicken Stew</i>	Keiko Kasza (author)	Literature	570*
<i>Wolf of Gubbio</i>	Michael Bedard (author) Murray Kimber (illustrator)	Literature	730*
<i>Wolf Stories: Myths and True-Life Tales from around the World</i>	Susan Strauss (author) Gary Lund (illustrator)	Literature	780*
<b>Lexile text measures above band level (over 820L)</b>			
<i>Little Red Riding Hood</i>	Jerry Pinkney (author)	Literature	840
<i>The Woman Who Lived with Wolves: &amp; Other Stories from the Tipi</i>	Paul Goble (author, illustrator)	Literature	930

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\*Lexile based on a conversion from Accelerated Reading level.



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# **Grade 3: Module 3B: Unit 1: Lesson 1**

## **Gallery Walk and Independent Reading: Wolves in Fiction and Fact**



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

- I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1)  
I can recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations. (RL.3.11)  
I can self-select text based on personal preferences. (RL.3.11a)  
I can engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing my own clearly. (SL.3.1)

**Supporting Learning Targets**

- I can engage in collaborative discussions with peers.
- I can ask and answer questions based on what I see and hear during a Gallery Walk.
- I can select an independent reading text based on personal preferences.

**Ongoing Assessment**

- Tour notes (from Gallery Walk)
- Appropriate independent reading selection based on personal preferences.



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Engaging the Reader and Introducing Learning Targets (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Mystery Gallery Walk (30 minutes)</li><li>B. Independent Reading Selection (20 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Debrief and Reviewing Learning Targets (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Read independently for at least 20 minutes; respond to the independent reading questions.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students participate in a variation of the Gallery Walk protocol. The Gallery Walk in this unit is introduced as a “mystery,” so it is important not to tell students they will be studying wolves. Establishing a sense of mystery to kick off the module not only provides engagement but also allows students to develop and make inferences based on what they see, hear, and feel during the Gallery Walk experience. If, for some reason, students are already aware of the module topic, conduct the activity as indicated, but follow up with questions such as: “What does this make you think about wolves?”</li><li>• In Work Time A, students take a “tour” of the gallery with group members, and make “tour stops” to record what they see, hear, and feel at each station (see supporting materials for station ideas). If you were not able to obtain objects for students to touch, you may eliminate this option. Because there are only three stations, groups will either need to “pair-up” (so there may be eight or more students at each station), or you may want to create two of each station (six total) so students can spread out. (Other options include allowing students to choose just two stations to visit instead of all three, or setting up more than three stations for students to choose from. As you determine the number and types of stops to set up for the tour, be sure to provide a variety of sensory experiences to address diverse learning styles.) After the gallery tour, students discuss details from their notes to help them ask questions and make an inference about what they might learn in the first two units of this module: how wolves are portrayed in fiction and what wolves are like in real life.</li><li>• In Work Time B, students generate ideas about preferences for selecting independent reading texts. This builds on work from Modules 1 and 2, where students evaluated and developed their “reading superpowers.” Students’ ideas are recorded onto an anchor chart for reference throughout the module.</li><li>• In advance:<ul style="list-style-type: none"><li>– Place students in heterogeneous groups of four, for the duration of this unit. Consider having stronger readers work with struggling readers to support all students’ ability to access the texts in this unit. However, use caution when placing students who have <i>large discrepancies</i> in their reading abilities together, as this may cause embarrassment or frustration. Prepare a list of student groups.</li></ul></li></ul>



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"><li>– Review Gallery Walk protocol (see Appendix).</li><li>– Set up three “tour stops” (see supporting materials).</li><li>– Determine whether you will use the Conversation Criteria from Module 1, Shared Discussion protocol from Module 2, or if you will create a new Group Norms anchor chart for students to refer to and use during group work and discussions throughout this module.</li><li>– Create Independent Reading Preferences anchor chart (see example in supporting materials).</li><li>– Create Guiding Questions anchor chart to reveal at the end of Work Time A.</li><li>• Post: Learning targets; Independent Reading Preferences anchor chart; list of student groups.</li></ul>

Lesson Vocabulary	Materials
engage, collaborative discussions, oral tradition, lesson, based on, select, personal preferences	<ul style="list-style-type: none"><li>• Tour stop stations (suggestions, for teacher reference; see Teaching Notes)</li><li>• Journals (one per student; new notebook with lined-paper; supplied by teacher)</li><li>• Tour notes (one per student)</li><li>• Glue, tape, or staples (for each student)</li><li>• Guiding Questions anchor chart (new; teacher-created)</li><li>• Independent Reading Preferences anchor chart (example, for teacher reference)</li><li>• Independent reading books (a variety for students to choose from; see Teaching Notes)</li><li>• Independent reading questions (one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader and Introducing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Be sure to have prepared three or more stations in advance, based on the <b>tour stop stations (suggestions, for teacher reference)</b>.</li><li>• Bring students together whole group. Tell them that today they are going to become detectives and participate in a Mystery Gallery Walk to help them make an inference about what they might learn about in this module. Then, they will have an opportunity to choose a new independent reading book.</li><li>• Focus students on the learning targets and ask them to chorally read each one aloud with you:<ul style="list-style-type: none"><li>* "I can engage in collaborative discussions with peers."</li><li>* "I can ask and answer questions based on what I see and hear during a Gallery Walk."</li><li>* "I can select an independent reading text based on personal preferences."</li></ul></li><li>• Underline the key words and phrases in each target: <i>engage, collaborative discussions, based on, select, and personal preferences</i>.</li><li>• Then, focus students on the first target and ask:<ul style="list-style-type: none"><li>* "Based on previous work with peers, what do you think it means to 'engage in collaborative discussions'?"</li></ul></li><li>• Invite students to consider the question and then discuss their thinking with a nearby peer.</li><li>• After 1 minute, cold call a few students to share out. Answers will vary, but listen for students to make connections to "conversation criteria" and/or "shared discussions" from previous modules.</li><li>• Direct students' attention to the second target and ask them to consider and discuss with a different nearby peer:<ul style="list-style-type: none"><li>* "How could you restate this target in your own words?"</li></ul></li><li>• After 1 minute, cold call a few student pairs to share their ideas whole class.</li><li>• Focus students on the final target and the phrase "personal preferences." Ask students to briefly discuss with one or the other of their previous partners:<ul style="list-style-type: none"><li>* "What do you think 'personal preferences' means?"</li></ul></li><li>• After 1 minute, invite a few students to share their thinking aloud. Listen for something like: "Personal preferences means what I want or what I like." If students are not able to articulate the meaning of "personal preferences," clarify for them.</li><li>• Distribute a new <b>journal</b> to each student, then direct students to join their assigned groups (posted in advance).</li></ul>	<ul style="list-style-type: none"><li>• To support ELLs and visual learners, locate and display pictorial representations of key terms from the targets.</li><li>• To support second language learners, write familiar synonyms for key terms or students' restated versions of targets above each target</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Mystery Gallery Walk (30 minutes)</b></p> <ul style="list-style-type: none"><li>• Explain (or review) Gallery Walk protocol with students. Remind them that this Gallery Walk is a “mystery” because they will need to use what they see, hear, and feel to help them figure out what they might learn in this module.</li><li>• Point out the tour stops and the materials at each station. Explain that groups will rotate around to each of the three tour stops, where they will read, view, listen, and/or touch a variety of materials that can help them solve the mystery: What will we be learning about in this module?</li><li>• Distribute the <b>tour notes</b> and ask students to <b>glue, tape, or staple</b> it onto first blank page in their journals. Read through the tour notes with students and answer any clarifying questions.</li><li>• Assign groups to stations, then ask them to quickly move to the appropriate area of the room.</li><li>• Provide the following directions:<ol style="list-style-type: none"><li>1. With group members, read the directions at your station. Ask any clarifying questions.</li><li>2. You will have 5 or 6 minutes to follow the directions and fill in the first row of your tour notes.</li><li>3. Prepare to rotate to the next tour stop by returning the materials at your station to their original position(s).</li><li>4. When your teacher gives the signal, move to the next tour stop and repeat the first three steps.</li><li>5. Once you have been to all three stops, review your notes to help you discuss and complete the statement at the bottom of your tour notes page: “Based on what I saw, heard and touched, I think we will be learning about ____.”</li></ol></li><li>• Clarify directions as needed, then ask students to begin. Circulate to offer support and guidance.</li><li>• After 5 or 6 minutes, signal students to finish resetting their stations and move to the second tour stop. Once students are settled at their new stations, ask them to begin. Continue to circulate and offer guidance.</li><li>• After 5 or 6 minutes, signal students to once again finish cleaning up their stations and rotate to the third tour stop. Once students are ready, ask them to begin.</li><li>• After 5 or 6 minutes, ask students to wrap up group discussions and finalize their tour notes, then focus them on the statement at the bottom of their tour notes once again: “Based on what I saw, heard and touched, I think we will be learning about ____.”</li><li>• Direct students to review their tour notes, think about what they saw, heard, and/or touched at each station, and then discuss with group members what they think they will be learning about in this module and why.</li></ul>	<ul style="list-style-type: none"><li>• Consider posting the tour directions for student reference.</li><li>• For students who struggle with writing, consider allowing them to create pictorial representations of their thinking in the tour notes or provide a scribe for them to dictate ideas to.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• After 2 or 3 minutes, invite members from multiple groups to share their ideas whole class. Answers will vary depending on which stations were created, but listen for suggestions like:<ul style="list-style-type: none"><li>– “I think we will learn about stories that have wolves in them, and what wolves are like in stories, because I saw pictures that looked like they were from story books and the quotes were from stories and had setting, characters, and dialogue”;</li><li>– “I think we will be learning about real wolves because there were charts, graphs, photos, and videos of wolves in the wild, where they live, and what they look like”; etc.</li></ul></li><li>• Confirm or clarify students’ thinking by explaining that in this unit they will get to read stories where wolves are the central characters. In Unit 2, they will learn about what wolves are like in real life so that in Unit 3, they can use what they have learned to create their own stories about wolves.</li><li>• Then, reveal and read aloud the questions on the <b>Guiding Questions anchor chart</b>:<ul style="list-style-type: none"><li>* “What lessons can be learned from traditional stories?”</li><li>* “Who is the wolf in fiction?”</li></ul></li><li>• Explain to students that the traditional stories they will read in this unit all have a wolf as the central character and include the folktale <i>Lon Po Po</i>, which is a very old (traditional) story from China, as well as a variety of <i>Aesop’s Fables</i>, which were also written a very long time ago. Tell students that beginning in the next lesson, they will learn more about folktales and fables and how they were passed from one generation to the next through the use of “<i>oral tradition</i>” (stories shared verbally rather than read) in order to convey a “<i>lesson</i>” (important message, moral) to the listener.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>B. Independent Reading Selection (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Refocus whole group. Direct students' attention to the posted <b>Independent Reading Preferences anchor chart</b>.</li><li>• Underline the phrase "personal preferences" and ask a few students to share out what they recall from the Opening about the meaning of these words. If students have difficulty remembering what "personal preferences" means, clarify for them.</li><li>• Within groups, ask students to discuss questions such as:<ul style="list-style-type: none"><li>* "What types of books do you prefer to read?"</li><li>* "What types of characters do you prefer?"</li><li>* "What types of settings (time and place) do you prefer to read about?"</li></ul></li><li>• After 3 or 4 minutes, cold call members from each group to share their thinking aloud with the class. Record students' ideas on the anchor chart.</li><li>• Then, show students the <b>independent reading books</b> they have to choose from and ask them to refer to the anchor chart to help them make an appropriate independent reading selection, based on personal preferences.</li><li>• Clarify as needed, then ask students to review and choose a book. Circulate to support and offer guidance by posing questions like:<ul style="list-style-type: none"><li>* "What interests you about this book?"</li><li>* "How did you figure out if this book would be interesting to you?"</li><li>* "Do you think this book will present any challenges for you? What types of support would help you overcome (a) challenge(s)?" (e.g., audio or large print version of the text)</li></ul></li><li>• After 10 minutes, invite a few students to share out whole group the book they chose and why they chose it.</li></ul>	<ul style="list-style-type: none"><li>• For struggling readers who may have trouble selecting appropriate texts based on multiple preferences, consider asking them to choose one preference from the anchor chart to focus on as they make their selection.</li><li>• If students are not able to choose a text in the time given, consider finding time later in the day for text selection.</li><li>• Provide audio versions of texts, as available.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Focus whole group. Ask students to consider and discuss with a nearby partner:<ul style="list-style-type: none"><li>* “Based on what you read, viewed, heard, and/or touched during the Gallery Walk today, what do you think will most interest you about this module?”</li></ul></li><li>• After 2 minutes, invite a few students to share their thinking whole class.</li><li>• Then, redirect students’ attention to the learning targets. Ask students to reread each one aloud with you, pausing between to show a thumbs-up or thumbs-down to demonstrate their level of mastery toward each target.</li><li>• Preview homework. Distribute and read aloud the <b>independent reading questions</b> and answer clarifying questions as needed.</li></ul>	<ul style="list-style-type: none"><li>• For students who struggle to articulate their thinking aloud, consider providing a sentence starter such as, “I think the most interesting thing about this module will be_____.”</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read your independent reading book for at least 20 minutes.</li><li>• Complete your independent reading questions.</li></ul>	<ul style="list-style-type: none"><li>• Consider providing an audio recording and/or large print versions of texts to struggling readers, as available.</li><li>• Allow struggling writers to dictate their reading responses to someone at home to scribe for them.</li></ul>



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# Grade 3: Module 3B: Unit 1: Lesson 1

## Supporting Materials



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**Tour Stop Stations**  
(Suggestions, for Teacher Reference)

**Mystery Gallery Walk Teacher Directions:**

In different areas of the classroom or another area of the school, create the “Images and Quotes” station as well as at least two of the other stations described below, for students to stop at during the Mystery Gallery Walk. Teacher directions are provided to offer guidance regarding how to set up each station.

**Tour Stop: IMAGES and QUOTES**

**Teacher Directions:** Print the following images and quotes from stories onto separate sheets of paper and/or index cards. Then either set them on a table for students to view and read or hang on the wall. Be sure to post the tour stop title and student directions.

**Student Directions:** View and read each of the following images, captions, and quotes. Then, discuss what you viewed and read with group members and record the tour stop title and your ideas in a blank row of your tour notes.



IMAGES:

**THE WOLF AND THE KID**



*Do not let anything turn you from your purpose.*

The Project Gutenberg EBook of The Æsop for Children. "The Wolves and the Kid". Project Gutenberg, 2006. 42. Web. 2014.



IMAGES:

### THE KID AND THE WOLF



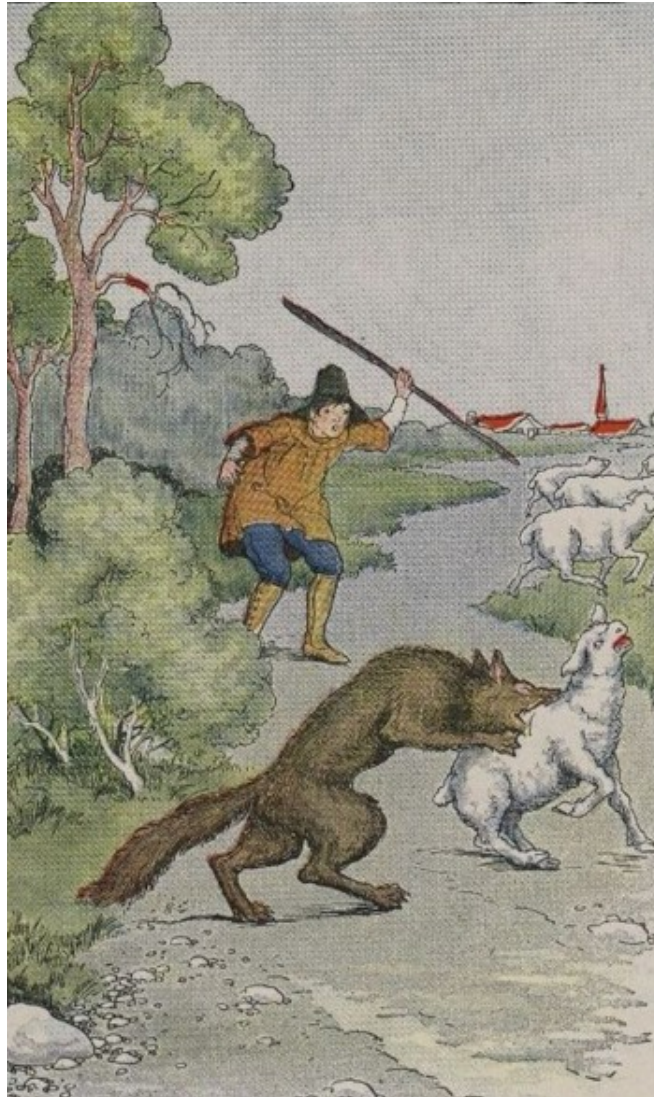
*Do not say anything at any time that you would not say at all times.*

The Project Gutenberg EBook of The Æsop for Children. "The Kid and the Wolf". Project Gutenberg, 2006. 42. Web. 2014.



IMAGES:

### THE SHEPHERD BOY AND THE WOLF



*Liars are not believed even when they speak the truth.*

The Project Gutenberg EBook of The Æsop for Children. "The Shepherd Boy and the Wolf". Project Gutenberg, 2006. 42. Web. 2014.



IMAGES:

### THE WOLF AND HIS SHADOW



*Do not let your fancy make you forget realities.*

The Project Gutenberg EBook of The Æsop for Children. "The Wolf and his Shadow". Project Gutenberg, 2006. 42. Web. 2014.



QUOTES:

- “A crafty wolf, lurking under a sheep’s skin...” (*Aesop’s Fables*, Jerry Pinkney, book jacket)
- “‘Wolf!’ he shouted as loudly as he could. The animal growled and crept closer. ‘Wolf!’ ‘Wolf!’ cried the frightened boy, but no one came.” (*Aesop’s Fables*, Jerry Pinkney, p. 11)
- “A wolf who lived in the forest fell on hard times, and could barely catch enough food to keep from starving. Soon her ribs were showing through her coat, and she could hardly sleep at night for hunger.” (*Aesop’s Fables*, Jerry Pinkney, p. 48)
- “A wolf with a bone caught in his throat darted around the forest begging for help from every animal he saw. But, wary of his sharp fangs, none dared to come near.” (*Aesop’s Fables*, Jerry Pinkney, p. 69)
- “As a wolf lay hidden near a shepherd’s home, he smelled a rich, mouthwatering fragrance in the air.” (*Aesop’s Fables*, Jerry Pinkney, p. 79)



**Tour Stop Stations**  
(Suggestions, for Teacher Reference)

**Tour Stop: MUSICAL PERFORMANCE**

**Teacher Directions:** Set up a computer with speakers for students to view and listen to a clip from the beginning of the Vancouver Symphony Orchestra’s performance of “Peter and the Wolf,” found at <http://www.youtube.com/watch?v=MfM7Y9Pcdzw> (0:00 to 1:33). Be sure to post the tour stop title and student directions.

**Student Directions:** With group members, view and listen to the clip of the Vancouver Symphony Orchestra’s performance of “Peter and the Wolf,” from the beginning to 1:33. Once you reach 1:33 of the video, pause, rewind to the beginning, and watch at least one more time, stopping at 1:33 a second time. After viewing and listening to the clip at least twice, discuss what you hear, see, and wonder with your group members. Record the tour stop title and your thinking about what you heard and saw in a new row of your tour notes.



**Tour Stop Stations**  
(Suggestions, for Teacher Reference)

**Tour Stop: FACTS and DATA**

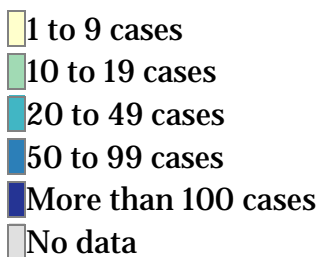
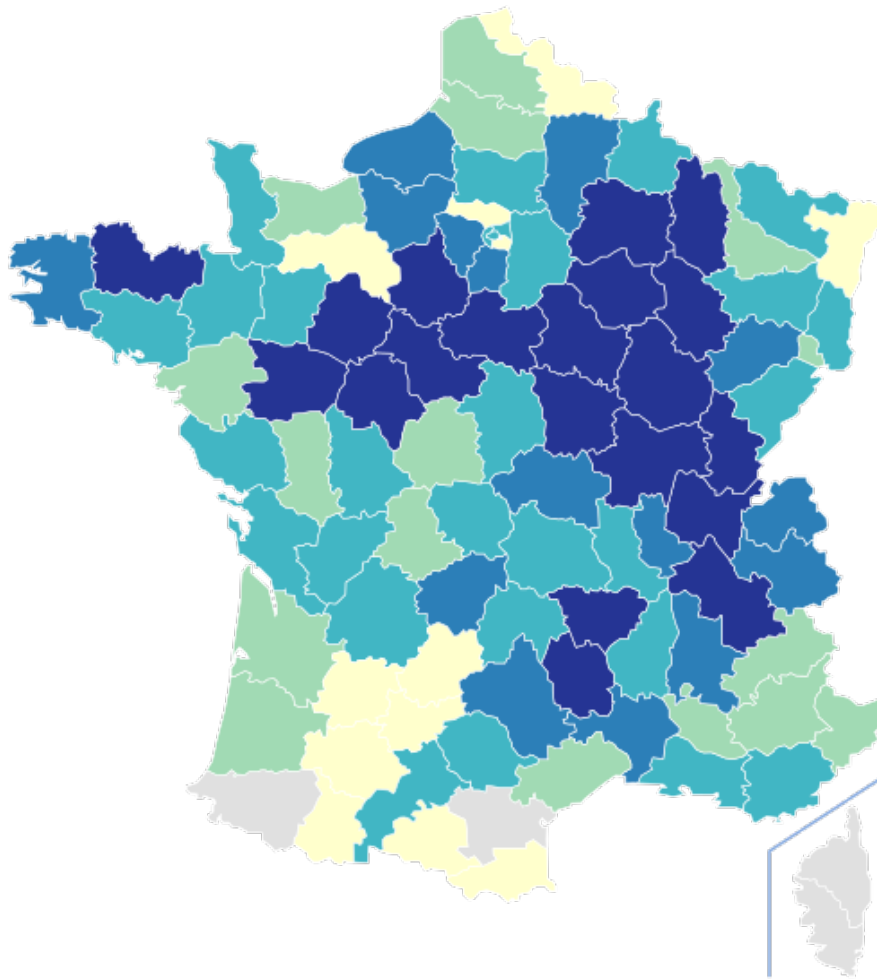
**Teacher Directions:** Print the following data and record the facts onto separate index cards or sheets of paper. Then either set them on a table for students to view and read or hang them on the wall. Be sure to post the tour stop title and student directions.

**Student Directions:** View and read each of the following graphs, charts, and facts. Then discuss what you view and read with group members. After your group discussion, be sure to record the tour stop title and your thinking about what you viewed and read in a new row of your tour notes.



**Tour Stop Stations**  
(Suggestions, for Teacher Reference)

**Map of wolf attacks on humans in France (from 1400 to 1918)**



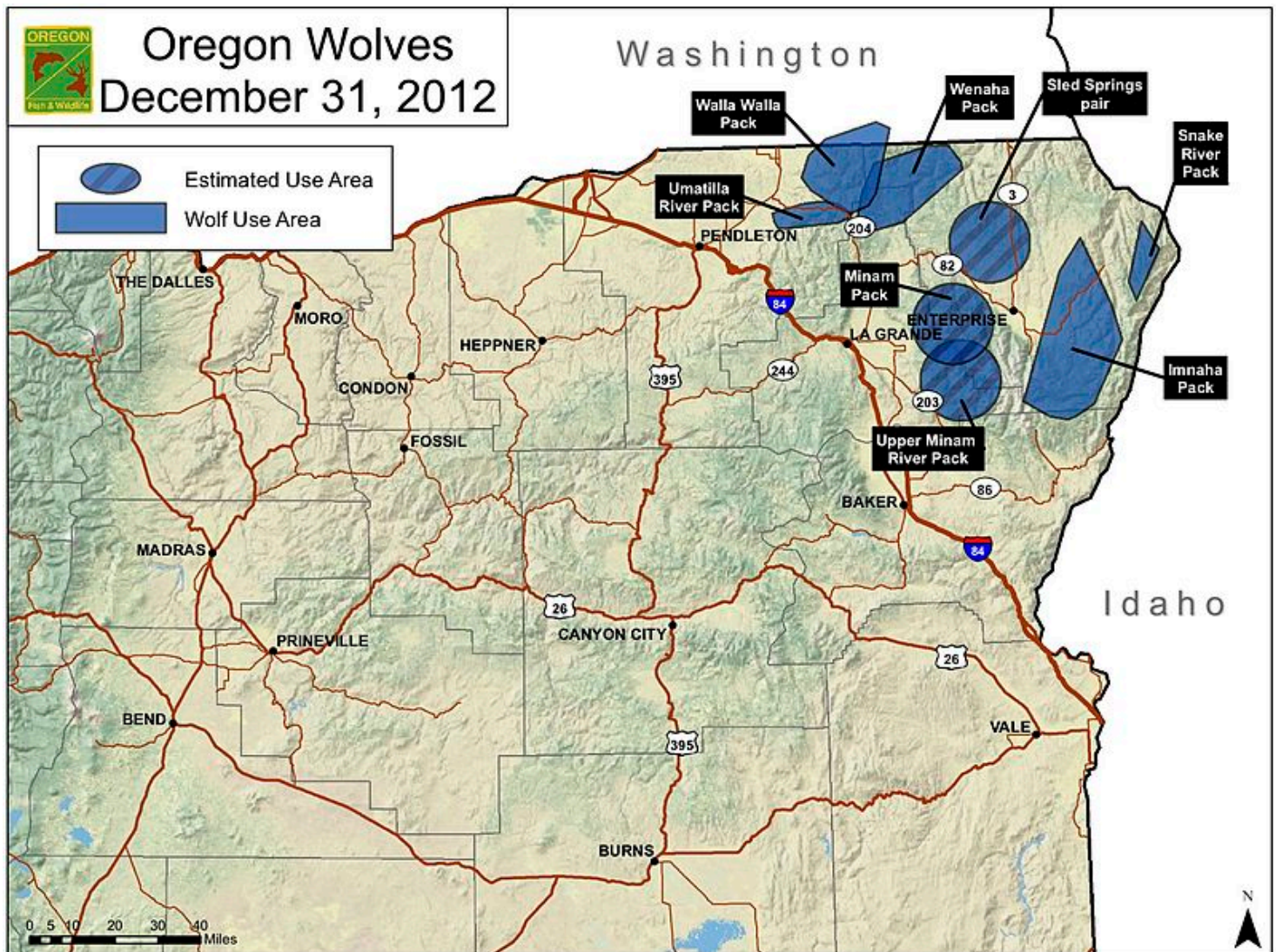
DewClouds. Public Domain



**Tour Stop Stations**  
(Suggestions, for Teacher Reference)

**Map of gray wolf packs in Oregon as of December 31, 2012**

There are at least 53 individual wolves in the state.



Oregon Department of Fish and Wildlife. Public Domain



**Tour Stop Stations**  
(Suggestions, for Teacher Reference)



The larger skull is from a wild grey wolf. The smaller is from a Chihuahua. They are, in fact, considered the same species.

Dmccabe

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**Tour Stop Stations**  
(Suggestions, for Teacher Reference)



**The Gibbon wolf pack pauses in the snowy landscape.**

Photo by Doug Smith National Park Service



**Tour Stop Stations**  
(Suggestions, for Teacher Reference)



**Wolves (*Canis lupus*) at Polar Zoo in the municipality of Bardu, Troms County, Norway.**

Taral Jansen <http://creativecommons.org/licenses/by/2.0/deed.en>



**Tour Stop Stations**  
(Suggestions, for Teacher Reference)

**Wolf Range Map**



**Fast Facts**

**Type:** Mammal

**Diet:** Carnivore

**Average life span in the wild:** 6–8 years

**Size:** Head and body, 36–63 inches (91–60 cm); Tail, 13–20 inches (33–51 cm)

**Weight:** 40–175 lbs. (18–79 kg)

**Group name:** Pack

**Protection status:** Endangered

**Size relative to a 6-ft (2-m) man:**

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**Tour Stop Stations**  
(Suggestions, for Teacher Reference)



Gray wolves once populated large portions of North America, Europe, and Asia, but were hunted to near extinction. Their numbers have rebounded due to conservation and reintroduction efforts.

photo by hehaden <http://creativecommons.org/licenses/by-nc/2.0/>



**Tour Stop Stations**  
(Suggestions, for Teacher Reference)

**Tour Stop:** VIDEO CLIP “In the Valley of the Wolves”

**Teacher Directions:** Set up a computer with speakers for students to view and listen to a clip from the video “In the Valley of the Wolves,” found at <http://www.pbs.org/wnet/nature/episodes/in-the-valley-of-the-wolves/video-full-episode/4678/> (0:00 to 1:47). Be sure to post the tour stop title and student directions.

**Student Directions:** With group members, view and listen to the video clip from “In the Valley of the Wolves,” from the beginning to 1:47. Once you reach 1:47, pause, rewind to the beginning, and watch at least one more time, stopping at 1:47 a second time. After viewing and listening to the clip at least twice, discuss what you hear, see, and wonder with your group members. Record the tour title and your thinking about what you heard and saw in a new row of your tour notes.

Video used with permission.



**Tour Stop Stations**  
(Suggestions, for Teacher Reference)

**Tour Stop: WOLF SOUNDS AUDIO**

**Teacher Directions:** Set up a computer with speakers for students to listen to various audio recordings of “Wolf Sounds” from Wolfpark.org, found at <http://wolfpark.org/animals/sounds/> (“Chorus Howl” 1–5 and “Fussing Puppies”). Be sure to post the tour stop title and student directions.

**Student Directions:** With group members, listen to the audio clips of wolves howling and new wolf pups (six audio clips total). After listening to each clip at least once, discuss what you hear and wonder about the sounds you heard with your group members. Record the tour title and your thinking about what you heard in a new row of your tour notes.



**Tour Stop Stations**  
**(Suggestions, for Teacher Reference)**

**Tour Stop: WEBCAM VIDEOS OF WOLVES**

**Teacher Directions:** Set up a computer with speakers for students to view and listen to the webcam feeds found on the Endangered Wolf Center website, found at <http://www.endangeredwolfcenter.org/webcams/> (Mexican Gray Wolf Pack camera; Painted Dog Den cameras 1 and 2; Painted Dog Enclosure camera). Be sure to post the tour stop title and student directions.

**Student Directions:** With group members, view and listen to the four webcam videos from the Endangered Wolf Center website (Mexican Gray Wolf Pack camera; Painted Dog Den cameras 1 and 2; Painted Dog Enclosure camera). After viewing and listening to each webcam video at least once, discuss what you hear, see, and wonder with your group members. Record the tour title and your thinking about what you heard and saw in a new row of your tour notes.



### Tour Stop Stations

(Suggestions, for Teacher Reference)

#### **Tour Stop: ARTIFACTS**

**Teacher Directions:** Collect and display a variety of artifacts related to wolves that students can physically touch (see note in Unit Overview, Preparation and Materials). Place the artifacts on a table for students to touch and view. Be sure to post the tour stop title and student directions.

**Student Directions:** Look at and touch (pick up, hold, etc.) each of the artifacts. Then discuss what you see and touch with group members. After your group discussion, be sure to record the tour stop title and your thinking about what saw and touched in a new row of your tour notes.



Tour Notes

.....  
**Name:**

.....  
**Date:**

Follow the directions at each tour stop and take notes below about what you see, hear, touch, and wonder, to help you solve the “mystery” of what we will be studying in this module.

Tour Stop (title)	What I see	What I hear	What I feel/touch (optional)	What I wonder



Tour Notes

Based on what I saw, heard, and touched, I think we will be learning about

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**Guiding Questions Anchor Chart**  
(Example, for Teacher Reference)

**What lessons can be learned from traditional stories?**

**Who is the wolf in fiction?**



Independent Reading Preferences Anchor Chart  
(Example, for Teacher Reference)

*The italicized text in the chart indicates examples of ideas students might share. If students do not mention them during the whole group brainstorm at the beginning of Work Time B, consider adding them and/or other ideas you think are important to highlight for students.*

Independent Reading Preferences

*Characters in the story are interesting, funny, wild, kind, intelligent, athletic (etc.); easy to relate to, understand; similar to me (personality, looks, etc.); have interests, hobbies that are similar to my own.*

*Setting: Story takes place in the past, present, future; a setting that is familiar, completely unfamiliar, made-up, real; a real place I have visited and enjoyed; a place I have always wanted to visit (etc.)*

*mystery;*

*adventure;*

*factual information mixed with made-up characters and/or settings;*

*all make-believe characters;*

*magic;*

*chapters/no chapters;*

*audio version available;*

*many images/very few or no pictures;*



## Independent Reading Questions

After reading independently for at least 20 minutes, write responses to the questions below based on what you have read so far.

1. What do you like *most* about your independent reading book so far? Why?

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2. Based on what you have read so far, do you think you would recommend this book to a friend? Why or why not?

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EXPEDITIONARY  
LEARNING

# **Grade 3: Module 3B: Unit 1: Lesson 2**

## **Close Reading: *Lon Po Po*, Pages 4–11**



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

I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1)  
I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3)  
I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. (RL.3.4)  
I can explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. (RL.3.7)

**Supporting Learning Targets**

- I can describe the characters in *Lon Po Po* and explain how their actions contribute to the sequence of events, on pages 4-11.
- I can determine the meaning of words and phrases from *Lon Po Po*.
- I can explain how illustrations in *Lon Po Po* contribute to my understanding of the story.

**Ongoing Assessment**

- Independent reading questions (from homework)
- Text-Dependent Questions: *Lon Po Po*, pages 4–11
- Vocabulary cards



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Reviewing Homework and Engaging the Reader (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Determining the Gist: <i>Lon Po Po</i>, Pages 4–11 (10 minutes)</li><li>B. Close Read: <i>Lon Po Po</i>, Pages 4–11 (35 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Debrief: Who Is the Wolf in Fiction? (8 minutes)</li><li>B. Reviewing Learning Targets (2 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Reread pages 4–11 of <i>Lon Po Po</i> and self-assess fluency.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students begin to read the folktale <i>Lon Po Po</i> closely. This close reading will continue in Lessons 3 and 4, as students develop their understanding of how the character of the wolf is portrayed in fiction and how illustrations can support readers' understanding of characters and events. Students also explore the meaning of literal and non-literal language, as well as how the characters' motivations, actions, and traits contribute not only to the sequence of events but also to the resolution of a problem. Students will use these close reading skills to understand the central lessons of the other stories about wolves they will read later in this unit.</li><li>• During Work Time A, students read pages 4–11 of <i>Lon Po Po</i> to determine the gist, or what this section is mostly about. They do this before being led through a close reading in Work Time B. Reading for gist helps students get a general sense of what the first several pages of the story are about before deeper analysis of specific passages and language.</li><li>• Note that in this and the next two lessons, students are occasionally asked to sketch key details and ideas from the story before discussing in groups and/or recording their thinking in writing. This type of work supports all learners but is particularly useful as a scaffold for visual and second-language learners, as it helps them focus on and more fully consider key details and ideas from <i>Lon Po Po</i> that are not already clearly expressed in the visual elements included in story.</li><li>• During the debrief, the Who Is the Wolf in Fiction anchor chart is introduced. Students reflect on and synthesize their thinking from the close read to describe “who” the wolf is in fiction. Students will follow the same routine throughout this unit, which not only helps them to answer the guiding question (“Who is the wolf in fiction?”), but will also support their work in Units 2 and 3, as they learn about “who” the wolf is in fact and then develop their own narrative stories about a day in the life of a wolf.</li><li>• Students need the “Fluency Self-Assessment” for homework. For more details, please see Unit 1 overview Preparation and Materials, and the stand-alone Foundational Reading and Language Standards Resource Package for Grades 3–5 on EngageNY.org.</li></ul>



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"><li>• In advance:<ul style="list-style-type: none"><li>– Create Who Is the Wolf in Fiction anchor chart.</li><li>– Preview pages 4–11 of <i>Lon Po Po</i> and the Close Reading Guide.</li><li>– Review Milling to Music and Thumb-O-Meter in Checking for Understanding Techniques (see Appendix).</li></ul></li><li>• Post: Learning targets; Independent Reading Preferences and Guiding Questions anchor charts; Who Is the Wolf in Fiction anchor chart.</li></ul>

Lesson Vocabulary	Materials
characters, actions, contribute, sequence, events, illustrations, understanding, disguised (6), journey (9), cunning (11)	<ul style="list-style-type: none"><li>• Independent Reading Preferences anchor chart (from Lesson 1)</li><li>• Guiding Questions anchor chart (from Lesson 1)</li><li>• Journals (one per student)</li><li>• <i>Lon Po Po</i> (book; one per student)</li><li>• Document camera</li><li>• Text-Dependent Questions: <i>Lon Po Po</i>, pages 4–11 (one per student)</li><li>• Index cards (three per student)</li><li>• Close Reading Guide: <i>Lon Po Po</i>, pages 4–11 (for teacher reference)</li><li>• Single-hole punch (one per student)</li><li>• Metal ring (one per student; for vocabulary cards)</li><li>• Who Is the Wolf in Fiction anchor chart (new; teacher-created; see Teaching Notes)</li><li>• Tape, glue, or staples (for each student)</li><li>• Fluency Self-Assessment (one per student; from Fluency Resource; see Unit 1 Preparations and Materials; also provided as a supporting material in this lesson, for ease of reference)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Reviewing Homework and Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take out the independent reading questions they completed for homework.</li><li>• Explain (or review) Milling to Music, then ask students to briefly “mill” to find a partner.</li><li>• Once students are paired, ask them to share their responses to each question with their partners.</li><li>• After 2 minutes, invite a few students to share their thinking whole group and add any relevant ideas to the <b>Independent Reading Preferences anchor chart</b>.</li><li>• Draw students' attention to the <b>Guiding Questions anchor chart</b> and ask them to chorally read each question aloud:<ul style="list-style-type: none"><li>* “What lessons can be learned from traditional stories?”</li><li>* “Who is the wolf in fiction?”</li></ul></li><li>• Explain to students that today they will begin a close read of the folktale <i>Lon Po Po</i>, which is a traditional story from China that has been passed down from one generation to the next for over 1,000 years. Tell students that long ago, people did not write down their stories; instead they shared them through what is called “oral tradition,” which means to share a story aloud from memory rather than reading it from a book. Tell students that eventually, traditional stories like <i>Lon Po Po</i> were written down, which made it possible for them to be shared with people all over the world.</li></ul>	<ul style="list-style-type: none"><li>• For students who struggle to share their thinking aloud, allow them to pass their question responses to their partners to read silently.</li><li>• Use a map or globe to show students where China is and its relation to the United States and New York.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Determining the Gist: <i>Lon Po Po</i>, Pages 4–11 (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take out their <b>journals</b> and join their groups (from Lesson 1). Remind students of group norms (discussion criteria) as needed.</li><li>• Distribute a copy of <b><i>Lon Po Po</i></b> to each student and allow them to conduct a quick Book Walk to examine the front and back cover and each page.</li><li>• After 1 or 2 minutes, invite a few students to share what they notice and wonder about the book. Listen for ideas like:<ul style="list-style-type: none"><li>– “I notice the cover says ‘a red riding hood story from China’ which makes me wonder if this story is like the little red riding hood story I know”;</li><li>– “I notice a picture of a wolf, so I wonder what the wolf in the story will do/is like”;</li><li>– “I notice children, so I wonder if the wolf and the children will have a problem,” etc.</li></ul></li><li>• Tell students that they are going to closely read sections of this book in this and the next two lessons, and that today they will focus only on pages 4–11.</li><li>• Ask students to notice that there are no page numbers in the book, and explain that they will need to add page numbers so they can keep track of where they are in the story.</li><li>• Use a <b>document camera</b> to model for students how to number the pages of their books (lightly with pencil), by turning to the title page and writing a “1” in the lower right-hand corner of the page. Continue with “2” and “3” on the dedication pages, ending with page “32.”</li><li>• Once students have numbered their pages, ask them to turn to page 4. Tell students to follow along silently and try to determine the gist as you read pages 4–11 aloud.</li><li>• Once students are ready, begin with “Once, long ago ...” and end on page 11 with, “Shang listened through the door.... The Wolf did not answer.” (Use this as an opportunity to model criteria described on the fluency self-assessment; as time allows, ask students to point out strong examples of how you read with fluency.)</li><li>• After reading pages 4–11 aloud, ask students to think about and then discuss in groups: “What is the gist of pages 4–11 of <i>Lon Po Po</i>? Why do you think so?”</li></ul>	<ul style="list-style-type: none"><li>• For students who struggle with organization, consider numbering some or all of their book pages in advance.</li><li>• Provide sentence frames to support students who struggle with expressing their ideas aloud. Example: “I think the gist of pages 4–11 is ____ because ____.”</li><li>• Allow students who struggle with writing to dictate their gist statement to you or a peer to scribe for them.</li></ul>



Work Time	Meeting Students' Needs
<ul style="list-style-type: none"><li>• After 1 or 2 minutes, cold call a few groups to share their thinking with the class. Listen for: “I think the gist of pages 4–11 is that a wolf wants to get into the children’s house, because he knocks on their door and pretends to be their grandmother,” or similar suggestions.</li><li>• Ask students to turn to the next clean page in their journals and record the gist of pages 4–11. Then tell students to prepare for a closer read of the pages in the next part of Work Time.</li></ul>	
<p><b>B. Close Read: <i>Lon Po Po</i>, Pages 4–11 (35 minutes)</b></p> <ul style="list-style-type: none"><li>• Focus students’ attention on the posted learning targets and ask them to read each one aloud with you:<ul style="list-style-type: none"><li>* “I can describe the characters in <i>Lon Po Po</i> and explain how their actions contribute to the sequence of events.”</li><li>* “I can determine the meaning of words and phrases from <i>Lon Po Po</i>.”</li><li>* “I can explain how illustrations in <i>Lon Po Po</i> contribute to my understanding of the story.”</li></ul></li><li>• Focus students’ attention on and circle the words <i>characters</i>, <i>actions</i>, <i>contribute</i>, <i>sequence</i>, and <i>events</i>.</li><li>• Tell students to briefly discuss in groups what they know about the meaning of each of these key terms from the first target.</li><li>• After 1 minute, invite a few volunteers to share their thinking whole group. Listen for:<ul style="list-style-type: none"><li>– “<i>Characters</i> are the people/animals in the story.”</li><li>– “<i>Actions</i> are what the characters do.”</li><li>– “<i>Contribute</i> means to cause something or be a part of making something happen.”</li><li>– “<i>Sequence</i> means the order that things happen in (first, second, next, etc.).”</li><li>– “<i>Events</i> are (important) things that happen in the story.”</li></ul></li><li>• If students are not familiar with these terms, define for them. Then ask students to think about and discuss with group members how they could restate the first target in their own words.</li><li>• After 1 minute, invite a few volunteers to share a restated version of the first target whole group.</li><li>• Focus students’ attention on the second target and ask: “What strategies can you use to determine the meaning of words and phrases you may not know the meaning of?”</li><li>• Allow students 1 minute to discuss ideas within groups, then cold call a few groups to share out. (Answers will vary, but listen for students to mention strategies they have used in previous modules to determine the meaning of unfamiliar terms.)</li></ul>	<ul style="list-style-type: none"><li>• To support ELLs and visual learners, write familiar synonyms and/or pictorial representations of key terms from the targets.</li><li>• See suggested accommodations in the Teaching Notes column of the Close Reading Guide (e.g., define key terms that may interfere with students’ understanding of relevant content as needed).</li><li>• Consider working with a small group of students who may need more support understanding key terms and ideas conveyed through the text and illustrations, and/or crafting responses to the questions.</li><li>• Provide a scribe for students who struggle to record their thinking in writing, or consider allowing them to record their responses into a recording device.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Underline the key terms from the third target: <i>illustrations</i> and <i>understanding</i>. Ask students to briefly discuss in groups what they know about the meaning of these terms.</li><li>• Then, invite a few volunteers to share their thinking with the class. Listen for students to mention that “illustrations are pictures (drawings, photos, images)” and that “understanding means you have the ability to explain something,” or “you ‘get it.’” If students are not familiar with these words, define for them.</li><li>• Tell students that during the close read of pages 4–11, they will work collaboratively with group members to read and respond to text-dependent questions that help them describe the characters, their actions, and key events, as well as determine the meaning of key terms and analyze the illustrations in <i>Lon Po Po</i>.</li><li>• Set purpose by further explaining that this type of work will help students to answer the guiding questions of this unit:<ul style="list-style-type: none"><li>* “What lessons can be learned from traditional stories?”</li><li>* “Who is the wolf in fiction?”</li></ul></li><li>• Distribute <b>Text-Dependent Questions: <i>Lon Po Po</i>, pages 4–11</b> and <b>index cards</b> to each student. When students are ready, lead them through a close read of pages 4–11 using the <b>Close Reading Guide: <i>Lon Po Po</i>, pages 4–11 (for teacher reference)</b>. Discuss and monitor student responses to each question, and model strategies for navigating complex sections of the text as needed.</li><li>• After completing the close read, distribute a <b>single-hole punch</b> and <b>metal ring</b> to each student. Direct students to punch a hole in the upper left-hand corner of each of their index cards and then add the cards to their metal rings. Explain to students that they will use with these vocabulary cards throughout the module to help build their understanding of key terms and to refer to later on when they begin writing their own wolf stories.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief: Who Is the Wolf in Fiction? (8 minutes)</b></p> <ul style="list-style-type: none"><li>• Refocus students' attention on the posted <b>Who Is the Wolf in Fiction anchor chart</b>. Ask students to talk with nearby partners: "How would you describe the wolf in this fictional story so far? Why?"</li><li>• After 1–2 minutes, invite a few students to share their thinking aloud. Listen for ideas such as:<ul style="list-style-type: none"><li>– "The wolf in this story is sneaky because he waits for the mother to leave before going to the house."</li><li>– "The wolf is a liar because he pretends to be the children's Po Po; he lies to them."</li></ul></li><li>• Record students' thinking on the Who Is the Wolf in Fiction anchor chart and tell students they will continue to revisit this chart as they read more of this and other stories in this unit, which will support their ability to answer the guiding questions and work they will do later in the module.</li><li>• Ask students to <b>tape, glue, or staple</b> their independent reading questions and responses onto the next blank page in their journals.</li></ul>	<ul style="list-style-type: none"><li>• Provide sentence starters and frames as needed, so all students can participate in class discussions.</li></ul>
<p><b>B. Reviewing Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to chorally read each of the learning targets aloud, pausing between to use a Thumb-O-Meter to demonstrate their level of mastery toward each target.</li><li>• Distribute the <b>Fluency Self-Assessment</b> and explain to students they will reread pages 4–11 of <i>Lon Po Po</i> for homework, self-evaluate their fluency, and set a personal fluency goal.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Reread pages 4–11 of <i>Lon Po Po</i> aloud in front of a mirror. Self-assess your fluent reading skills using the Fluency Self-Assessment.</li><li>• Choose ONE area of fluent reading to practice (e.g., rate and accuracy or phrasing and punctuation, etc.) and draw a star in that row to show this is what you will work on.</li><li>• Reread pages 4–11 of <i>Lon Po Po</i> aloud in front of the mirror at least two more times, to practice mastering the ONE area of fluency you starred.</li></ul>	<ul style="list-style-type: none"><li>• For students who struggle with goal setting, find another time during the day to help them identify and establish an appropriate fluency goal.</li><li>• If available, provide an audio recording of <i>Lon Po Po</i> for struggling readers to read along with to practice their fluency skills.</li></ul>



EXPEDITIONARY  
LEARNING

# Grade 3: Module 3B: Unit 1: Lesson 2

## Supporting Materials



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Text-Dependent Questions:  
*Lon Po Po*, Pages 4–11

Directions	Questions
<p>Look at the illustration on <b>pages 4–5</b>, then chorally whisper read page 5 with group members.</p> <p>Look back to the illustration and text to help you answer each question.</p>	<p>What is the <i>setting</i> of this story? <i>When</i> and <i>where</i> does this story take place?</p> <p>What <i>characters</i> are introduced on the first two pages?</p> <p>List two things that the <i>illustration</i> helps the reader understand about the <i>characters</i> and <i>setting</i> of the story. (RL.3.7)</p> <p>What does the mother tell her children to do at sunset?</p>



Text-Dependent Questions:

*Lon Po Po*, Pages 4–11

Directions	Questions
<p>With group members, view the four illustrations across <b>pages 6–7</b>, then discuss what you think the illustrations are trying to show the reader.</p> <p>Follow along silently as your teacher reads page 6 aloud. Review the questions on the right, then look back to the illustrations and text to help you respond to each question.</p>	<p>How is the character of the wolf described?</p> <hr/> <hr/> <p>Write the word <i>disguised</i> on an index card. Use the illustration and the text to help you develop and record a definition for “disguised” onto the back of your index card. (RL.3.4)</p> <p>If time allows, draw a picture of how the wolf is “disguised” on the back of your index card.</p> <p>Draw a quick sketch of what the wolf says and does to try and get into the house.</p> <div></div>



**Text-Dependent Questions:**

*Lon Po Po*, Pages 4–11

Directions	Questions
	<p>Draw a quick sketch of what the wolf says and does to try and get into the house.</p> <div></div> <p>The first sentence on page 6 says, “But an old wolf lived nearby and <u>saw the good mother leave</u>.”</p> <p>What do you wonder about the wolf’s motivation for going to the house?</p> <hr/> <hr/>



Text-Dependent Questions:

*Lon Po Po*, Pages 4–11

Directions	Questions
Independently read <b>page 9</b> and look at the illustrations on pages 8–9. Then, with group members, discuss your thinking about the questions on the right.	<p>In the larger box below, sketch a picture to show the wolf's reaction to the news that the good mother has gone to visit Po Po. In the smaller box below your sketch, write a one or two sentence caption that explains the wolf's reaction.</p> <div style="border: 1px solid black; height: 250px; width: 100%;"></div>
	<p>Based on the illustration on pages 8–9, what word would you use to describe the wolf? Why? (RL.3.7)</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>
	<p>Based on the illustration on page 8, what word would you use to describe the children? Why? (RL.3.7)</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>



**Text-Dependent Questions:**

*Lon Po Po*, Pages 4–11

Directions	Questions
	<p>Why would Shang ask, “How is it you come so late?” instead of unlatching the door for “Po Po” right away? Explain your thinking.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



Text-Dependent Questions:

*Lon Po Po*, Pages 4–11

Directions	Questions
With group members, chorally read <b>page 11</b> , then discuss the details you notice in the illustration across pages 10–11. Record an answer to each question.	<p>How does the wolf explain why his voice is so low?</p> <hr/> <hr/>
	<p>The author uses the word <i>cunning</i> to describe the wolf. Record the word “cunning” onto an index card.</p>
	<p>Based on what you have read and viewed so far, what do you think the word “cunning” means?</p>
	<p>Record a definition and sketch an example of how the wolf is “cunning,” on the back of your index card.</p>
	<p>On page 11 we learn that Tao and Paotze unlatch and open the door because they “... could not wait.” What could they not wait for?</p> <hr/> <hr/>
	<p>Draw a quick sketch to show what the wolf does the moment he enters the door.</p> <div></div>



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**Close Reading Guide:**  
*Lon Po Po*, Pages 4–11  
(For Teacher Reference)

Total Time: 35 minutes

Directions	Questions	Close Reading Guide
Look at the illustration on <b>pages 4–5</b> , then chorally whisper read page 5 with group members. Look back to the illustration and text to help you answer each question.	<p>What is the <i>setting</i> of this story? <i>When</i> and <i>where</i> does this story take place?</p> <p>What <i>characters</i> are introduced on the first two pages?</p> <p>List two things that the <i>illustration</i> helps the reader understand about the <i>characters</i> and <i>setting</i> of the story? (RL.3.7)</p> <p>What does the mother tell her children to do at sunset?</p>	<p>Ask students to whisper read page 5. Once they finish reading, focus them on the first question and define “setting” (where and when/time and place) if necessary.</p> <p>Ask students what the setting of this story is and listen for: <i>once, long ago, in the country</i></p> <p>Tell students to record their answer to the first question, then read aloud the second question (clarify the meaning of the word “introduced” if needed). Then listen for students to share out: <i>The characters introduced on page 5 are a woman (good mother) and three children, Shang, Tao, and Paotze.</i></p> <p>Direct students to record a response to the second question.</p> <p>Then, focus students on the third question and ask them to discuss and then record their thinking.</p> <p>After 1 or 2 minutes, cold call a few students to share their answers aloud. Listen for: <i>The illustration helps me understand that the mother is leaving the children alone; they live out in the country where there are no other houses; the children are young, etc.</i></p>



**Close Reading Guide:**  
*Lon Po Po*, Pages 4–11  
(For Teacher Reference)

Directions	Questions	Close Reading Guide
		<p>Ask students to work with group members to determine and record an answer to the fourth question.</p> <p>After 1 or 2 minutes, cold call a few students to share out whole class. Listen for: <i>She tells them to close the door tight and latch it.</i></p> <p>Encourage students to develop questions about their reading by asking: “What do you wonder when the mother tells her children to close the door tight and latch it?”</p> <p>Students may share “wonders” such as: <i>Since they live out in the middle of the country, I wonder why they would have to close and lock the door. Why would the door need to be closed and latched at sunset? (etc.)</i></p>
<p>With group members, view the four illustrations across <b>pages 6–7</b>, then discuss what you think the illustrations are trying to show the reader.</p>	<p>How is the character of the wolf described?</p> <p>Write the word <i>disguised</i> on an index card. Use the illustration and the text to help you develop and record a definition for “disguised” onto the back of your index card. (RL.3.4)</p>	<p>Encourage students to view and share out their discussions about the illustrations prior to reading. Listen for students to mention that they see the children looking at someone (the wolf) on the other side of the door, and he looks scary, disguised, etc.</p>



**Close Reading Guide:**  
*Lon Po Po*, Pages 4–11  
(For Teacher Reference)

Directions	Questions	Close Reading Guide
Follow along silently as your teacher reads page 6 aloud. Review the questions on the right, then look back to the illustrations and text to help you respond to each question.	<p>If time allows, draw a picture of how the wolf is “disguised” on the back of your index card.</p> <p>Draw a quick sketch of what the wolf says and does to try and get into the house.</p> <p>The first sentence on page 6 says, “But an old wolf lived nearby and <u>saw the good mother leave.</u>”</p> <p>What do you wonder about the wolf’s motivation for going to the house? (RL.3.1 “asks questions”)</p>	<p>Then, ask students to follow along silently as you read page 6 aloud.</p> <p>Then, read the first question aloud 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>The wolf is described as old, disguised as an old woman.</i></p> <p>Then, direct students to write “disguised” on an index card and work within groups to determine and record a definition for “disguised.” (If students struggle to determine the meaning, consider providing a dictionary for ongoing use.)</p> <p>Then, tell students to take no more than 30 seconds to sketch what the wolf “says” and “does” to get in the house (consider setting a timer, for students who struggle to keep to time limits).</p> <p>After 30 seconds, invite a few students to show and explain their drawings to the class. Look and listen for: <i>The wolf knocks on the door in a disguise and says he is Po Po (or similar ideas)</i></p>



**Close Reading Guide:**  
*Lon Po Po*, Pages 4–11  
(For Teacher Reference)

Directions	Questions	Close Reading Guide
		<p>Then, read aloud the quote and question about motivation. Explain what “motivation” means (what the character wants or is trying to accomplish), then allow students 1 or 2 minutes to discuss their thinking in groups.</p> <p>After 1 or 2 minutes, invite a few students to share out whole group and listen for questions like:</p> <p><i>I wonder if the wolf waited for the mother to leave because she usually keeps him away?</i> <i>I wonder if he thought the children were easier to get to when their mother left?</i> <i>I wonder why he wants to get in the house after the mother is gone?</i> <i>Etc.</i></p> <p>Ask students to record one or two strong questions.</p>
Independently read <b>page 9</b> and look at the illustrations on pages 8–9. Then, with group members, discuss your thinking about the questions on the right.	In the larger box below, sketch a picture to show the wolf’s reaction to the news that the good mother has gone to visit Po Po. In the smaller box below your sketch, write a one or two sentence caption that explains the wolf’s reaction.	<p>Support struggling readers by reading page 9 aloud to them as they whisper read with you. Once all students have read page 9 and viewed the illustrations, ask them to discuss in groups: “What is the wolf’s reaction to the news that the mother has left?”</p> <p>Listen for students to say “surprised,” then ask a few students if they can show the class what “surprised” might look like. Then ask students to quickly draw the wolf looking “surprised.”</p>



**Close Reading Guide:**  
*Lon Po Po*, Pages 4–11  
(For Teacher Reference)

Directions	Questions	Close Reading Guide
	<p>Based on the illustration on pages 8–9, what word would you use to describe the wolf? Why? (RL.3.7)</p> <p>Based on the illustration on page 8, what word would you use to describe the children? Why? (RL.3.7)</p> <p>Why would Shang ask, “How is it you come so late?” instead of unlatching the door for “Po Po” right away? Explain your thinking.</p>	<p>After about 15 seconds, explain what a “caption” is (one or two sentences that explain the picture/sketch), and then ask students to add a caption below their sketches. As time allows, cold call a few students to share their captions whole group.</p> <p>Then read aloud the next question and ask students to discuss and record the word they would use to describe the wolf and explain why they used that word.</p> <p>After 2 or 3 minutes, invite a few students to share their ideas whole class. Listen for: <i>The word I would use is scary, (large, sharp) because he uses his large eye to look in through the latched door, his teeth are showing, he is much larger than the children, etc.</i></p> <p>Then, direct students to discuss and record their thinking about how to describe the children. After 2 minutes, cold call a few students to share out and listen for suggestions like: <i>I would describe them as curious (suspicious, unsure) because Shang is not opening the door, she does not look excited, the smaller children are looking up, they seem to be wondering, questioning if it really is Po Po, etc.</i></p>



**Close Reading Guide:**  
*Lon Po Po*, Pages 4–11  
(For Teacher Reference)

Directions	Questions	Close Reading Guide
		<p>Read the last question aloud and ask students to discuss their thinking in groups. After 2 minutes, invite a few groups to share out with the class. Listen for ideas like: <i>Maybe she isn't sure it is Po Po, because it is so late and she doesn't understand why Po Po wouldn't have seen their mother on the way to the house.</i></p> <p>After a few groups share, ask students to record a response to the question.</p>
<p>With group members, chorally read <b>page 11</b> and then discuss the details you notice in the illustration across pages 10–11. Record an answer to each question.</p>	<p>How does the wolf explain why his voice is so low?</p> <p>The author uses the word <i>cunning</i> to describe the wolf. Record the word “cunning” onto an index card.</p> <p>Based on what you have read and viewed so far, what do you think the word “cunning” means?</p> <p>Record a definition and sketch an example of how the wolf is “cunning,” on the back of your index card.</p>	<p>Give students 3 or 4 minutes to read page 11 and write a response to the first question.</p> <p>Then cold call a few students to share their answers with the class and listen for: <i>He says he has a cold; it's dark and windy outside.</i></p> <p>Then direct students to record the word “cunning” onto an index card and share out what they think it means, based on what they have read so far. Listen for: <i>I think cunning means to lie and/or play tricks on people to get what you want because the wolf dresses as Po Po, he is lying, etc.</i></p> <p>Tell students to record a definition and draw an example of how the wolf is cunning on the back of their index cards.</p> <p>Direct students to work within groups to discuss and record a response to the next three questions.</p>



**Close Reading Guide:**  
*Lon Po Po*, Pages 4–11  
(For Teacher Reference)

Directions	Questions	Close Reading Guide
	<p>On page 11, we learn that Tao and Paotze unlatch and open the door because they “... could not wait.” What could they not wait for?</p> <p>Draw a quick sketch to show what the wolf does the moment he enters the door.</p> <p>Why do you think the wolf would blow out the candle? Explain your thinking.</p>	<p>After 5 minutes, cold call students to share their responses and sketches with the whole class. Listen and look for:</p> <p><i>They could not wait to see Po Po.</i></p> <p><i>A picture of the wolf blowing out a candle.</i></p> <p><i>I think the wolf doesn’t want to be seen by the children because he has been lying about being their Po Po, and if they saw him they would know he is a wolf/not Po Po.</i></p>







**Close Reading Guide:**  
*Lon Po Po*, Pages 4–11  
(For Teacher Reference)

Directions	Questions	Close Reading Guide
<b>Synthesis:</b> With group members, refer to pages 4–11 and your responses to all of the above questions to help you answer the questions on the right.	<p>What KEY events have taken place so far?</p> <p>Based on what the wolf has said and done so far, what word other than “cunning,” would you use to describe him? Why?</p>	<p>Read the directions and each of the synthesis questions aloud to students then explain that “key events” are important things that happen in the story. Address any other clarifying questions students have, then ask them to work collaboratively within groups to determine and record a response to each question. Circulate to offer support and guidance as needed.</p> <p>After 5 or 6 minutes, cold call members from various groups to share their ideas whole class. Listen for students to share ideas like:</p> <p><i>Key events are that the mother leaves; the wolf disguises himself as Po Po and tries to get into the house; the younger children let the wolf into the house.</i></p> <p><i>I would describe the wolf as a liar, sneaky (etc.) because he tells the children he is someone else; he uses a disguise; he lies when he answers Shang’s questions (etc.).</i></p>







Fluency Self-Assessment Rubric

	 <b>On Target</b>	 <b>Getting There</b>	 <b>Working on It</b>	 <b>Need Support</b>
Accuracy	<p>I read all/almost all the words correctly. (99–100 percent accuracy)</p>	<p>I read most of the words correctly. (95–98 percent accuracy)</p>	<p>There were several words I had trouble pronouncing. (90–94 percent accuracy)</p>	<p>I had trouble pronouncing many of the words. (less than 90 percent accuracy)</p>
Rate & Flow	<ul style="list-style-type: none"> <li>— I read at a rate that is appropriate for the piece.</li> <li>— My reading flows smoothly, without many breaks.</li> <li>— I independently correct myself when I encounter difficult words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>— Sometimes I read a little too fast, and sometimes I read a little too slowly.</li> <li>— My reading flows somewhat smoothly, with occasional breaks.</li> <li>— As I read, there were a few words and phrases I needed help with.</li> </ul>	<ul style="list-style-type: none"> <li>— I read slowly.</li> <li>— As I read, I took many breaks.</li> <li>— As I read, there were many words and phrases I needed help with.</li> </ul>	<ul style="list-style-type: none"> <li>— I read slowly and had a lot of difficulty with the passage.</li> <li>— I had to take a lot of breaks to sound out words and/or repeat many of the words and phrases before I got them right.</li> <li>— I needed a lot of help to figure out the words and phrases.</li> </ul>



Fluency Self-Assessment Rubric

	On Target 	Getting There 	Working on It 	Need Support 
Phrasing and Punctuation	<ul style="list-style-type: none"> <li>– I read groups of related words and phrases together.</li> <li>– I noticed and read all of the punctuation (e.g., paused after a comma; stopped after a period; questions sounded like questions; read exclamations in an excited voice)</li> </ul>	<ul style="list-style-type: none"> <li>– Occasionally, I ran sentences together; and/or broke off in the middle of a sentence, reading only 2-3 words at a time.</li> <li>– I noticed and read almost all of the punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>– I read only 2-3 words at a time.</li> <li>– I noticed and read some of the punctuation.</li> <li>– I rarely changed my tone to express meaning.</li> </ul>	<ul style="list-style-type: none"> <li>– I read only 1-2 words at a time.</li> <li>– I noticed and read only a few or none of the punctuation.</li> </ul>
Expression and Volume	<ul style="list-style-type: none"> <li>– My tone expressed the author's meaning (e.g., surprise, grief, anger, joy, etc.).</li> <li>– My facial expressions and body language matched the expression in my voice.</li> <li>– The volume of my voice changed naturally, as if I were talking to a friend.</li> </ul>	<ul style="list-style-type: none"> <li>– Sometimes I changed my tone to express the author's meaning.</li> <li>– Sometimes my facial expressions and body language matched the expression in my voice.</li> <li>– Sometimes my voice sounded flat, not like I was talking to a friend.</li> </ul>	<ul style="list-style-type: none"> <li>– I rarely changed my tone to express the author's meaning.</li> <li>– I rarely used facial expressions or body language that matched the expression in my voice.</li> <li>– Often, I read quietly; my reading did not sound natural, like when I talk to a friend.</li> </ul>	<ul style="list-style-type: none"> <li>– I did not change my tone to express the author's meaning.</li> <li>– I did not use facial expressions or body language as I read.</li> <li>– Most or all of the time, I read quietly; my reading did not sound natural, like when I talk to a friend.</li> </ul>



EXPEDITIONARY  
LEARNING

# Grade 3: Module 3B: Unit 1: Lesson 3

## Close Reading: *Lon Po Po*, Pages 12–21



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

- I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1)  
I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3)  
I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. (RL.3.4)  
I can explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. (RL.3.7)

**Supporting Learning Targets**

- I can explain how the characters' actions contribute to the sequence of events on pages 12–21 of *Lon Po Po*.
- I can determine the meaning of words and phrases from *Lon Po Po*.
- I can explain how illustrations in *Lon Po Po* contribute to my understanding of the story.

**Ongoing Assessment**

- Fluency Self-Assessment (from homework)
- Text-Dependent Questions: *Lon Po Po*, pages 12–21
- Vocabulary cards



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Reviewing Homework and Engaging the Reader (5 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Determining the Gist: <i>Lon Po Po</i>, Pages 12-21 (10 minutes)</li><li>Close Read: <i>Lon Po Po</i>, Pages 12-21 (35 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Debrief: Who Is the Wolf in Fiction? (8 minutes)</li><li>Reviewing Learning Targets (2 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Reread pages 4–21 of <i>Lon Po Po</i>; self-assess fluency.</li></ol></li></ol>	<ul style="list-style-type: none"><li>This lesson follows a pattern similar to Lesson 2, as students closely read the next section of the folktale <i>Lon Po Po</i>. They continue to develop their understanding of how the character of the wolf is portrayed in fiction; how illustrations can support readers' understanding; the meaning of literal and non-literal language; and how characters' motivations, actions, and traits contribute to the sequence of events.</li><li>Between this lesson and Lesson 6, find time to meet one-on-one with students to discuss and help refine their fluency goals as needed.</li><li>In advance:<ul style="list-style-type: none"><li>Preview pages 12–21 of <i>Lon Po Po</i> and the Close Reading Guide.</li><li>Review Back-to-Back, Face-to-Face protocol and Fist to Five in Checking for Understanding Techniques (see Appendix).</li></ul></li><li>Post: Learning targets; Guiding Questions anchor chart; Who Is the Wolf in Fiction anchor chart.</li></ul>



Lesson Vocabulary	Materials
characters, actions, contribute, sequence, events, determine, meaning, illustrations, understanding, embraced, coop (12), awl (15), clever (17), paced (20)	<ul style="list-style-type: none"><li>• Guiding Questions anchor chart (from Lesson 1)</li><li>• Journals (begun in Lesson 1)</li><li>• <i>Lon Po Po</i> (book; one per student)</li><li>• Text-Dependent Questions: <i>Lon Po Po</i>, pages 12–21 (one per student)</li><li>• Index cards (two per student)</li><li>• Close Reading Guide: <i>Lon Po Po</i>, pages 12–21 (for teacher reference)</li><li>• Single-hole punch (one per student)</li><li>• Metal ring (from Lesson 2; students' own)</li><li>• Who Is the Wolf in Fiction anchor chart (from Lesson 2)</li><li>• Tape, glue, or staples (for each student)</li><li>• Fluency Self-Assessment (begun in Lesson 2; for homework)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Reviewing Homework and Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take out the Fluency Self-Assessments they completed for homework.</li><li>• Explain (or review) Back-to-Back, Face-to-Face protocol, then ask students to quickly find a partner.</li><li>• Ask students to turn back-to-back and review their self-assessments to identify the criteria they are focused on practicing. After 30 seconds, ask students to turn face-to-face to share their thinking with their partners.</li><li>• After 2 minutes, invite a few students to share out their fluency goals and explain why they chose the goals. Answers will vary, but listen for each student to name a specific criteria from the Fluency Self-Assessment and explain why that criteria was chosen after rereading pages 4–11 of <i>Lon Po Po</i> aloud for homework.</li><li>• Direct students' attention to the <b>Guiding Questions anchor chart</b>. Explain that today students will participate in a second close read of <i>Lon Po Po</i>, pages 12–21, to continue developing their understanding of the guiding questions:<ul style="list-style-type: none"><li>* “What lessons can be learned from traditional stories?”</li><li>* “Who is the wolf in fiction?”</li></ul></li></ul>	<ul style="list-style-type: none"><li>• For students who have difficulty sharing their ideas aloud, allow them to pass their fluency self-assessment (with one starred criteria) to their partner to examine silently.</li><li>• Provide sentence frames to allow all students access to the group discussion; for example: “I am focusing on improving _____ because when I heard myself read aloud I thought _____.”</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Determining the Gist: <i>Lon Po Po</i>, Pages 12–21 (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to take out their <b>journals</b> and copies of <b><i>Lon Po Po</i></b>, then to join their groups.</li> <li>• Tell students that as in Lesson 2, today the first read will be aloud and they will follow along silently to determine the gist.</li> <li>• Ask students to turn to page 12, then read aloud beginning with “Tao and Paotze rushed ...” and ending on page 20 with “The wolf came outside.... I can pull you up.” (Once again, consider using this as an opportunity to model criteria described on the Fluency Self-Assessment and asking students to share out ideas about how you read fluently.)</li> <li>• After reading aloud, ask students to think about and then discuss in groups: “What is the gist of pages 12–21 of <i>Lon Po Po</i>? Why do you think so?”</li> <li>• After 1 or 2 minutes, cold call a few groups to share their thinking with the class. Listen for: “I think the gist of pages 12–21 is that Shang tricks the wolf into letting her and her sisters leave the house because she tells him they can go pick him some delicious Gingko nuts, but then they climb into the tree,” or similar suggestions.</li> <li>• Ask students to turn to the page in their journals where they recorded the gist during the previous lesson and then to record the gist of pages 12–21 on the same page.</li> <li>• Once students have recorded their gist statements, ask them to prepare for a close read of these pages during the next part of Work Time.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide sentence frames to support students who struggle with expressing their ideas aloud; for example: “I think the gist of pages 12–21 is ____ because ____.”</li> <li>• Allow students who struggle with writing to dictate their gist statement to you, another adult, or a peer to scribe for them.</li> </ul>
<p><b>B. Close Read: <i>Lon Po Po</i>, Pages 12–21 (35 minutes)</b></p> <ul style="list-style-type: none"> <li>• Focus students’ attention on the posted learning targets and ask them to chorally read each one aloud: <ul style="list-style-type: none"> <li>* “I can explain how the characters’ actions contribute to the sequence of events, on pages 12–21 of <i>Lon Po Po</i>.”</li> <li>* “I can determine the meaning of words and phrases from <i>Lon Po Po</i>.”</li> <li>* “I can explain how illustrations in <i>Lon Po Po</i> contribute to my understanding of the story.”</li> </ul> </li> <li>• Underline key terms from the targets that students are familiar with from the previous lesson: <i>characters, actions, contribute, sequence, events, determine, meaning, illustrations, and understanding</i>.</li> <li>• Ask students to discuss with group members what they recall about the meaning of each key term and a way they could restate each target, based on their understanding of the key words.</li> <li>• After 1 or 2 minutes, invite a few groups to share their thinking whole class. Clarify any misconceptions students may have about key terms or the targets.</li> </ul>	<ul style="list-style-type: none"> <li>• See suggested accommodations in the Teaching Notes column of the Close Reading Guide (e.g., define key terms that may interfere with students’ understanding of relevant content, as needed).</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Remind students that during a close read they will work cooperatively with group members to read and respond to text-dependent questions that help them describe the characters and their actions, determine the meaning of key terms and phrases, and analyze how the illustrations in <i>Lon Po Po</i> support their understanding of the story.</li><li>• Distribute <b>text-dependent questions: <i>Lon Po Po</i>, pages 12–21</b> and <b>index cards</b> to each student. When students are ready, lead them through a close read of pages 12–21 using the <b>Close Reading Guide: <i>Lon Po Po</i>, pages 12–21 (for teacher reference)</b>. Discuss and monitor student responses to each question, and model strategies for navigating complex sections of the text as necessary.</li><li>• After completing the close read, distribute a <b>single-hole punch</b> and ask students to punch holes in their new index cards then add them to their <b>metal rings</b>.</li></ul>	<ul style="list-style-type: none"><li>• Consider working with a small group of students who may need more support understanding key terms and ideas conveyed through the text and illustrations, and/or crafting responses to the questions.</li><li>• Provide a scribe for students who struggle to record their thinking in writing, or consider allowing them to record their responses into a recording device.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief: Who Is the Wolf in Fiction? (8 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to the <b>Who Is the Wolf in Fiction anchor chart</b> and ask them to discuss with nearby partners: "How would you describe the wolf in this fictional story now? Why?"</li><li>• After 1 or 2 minutes, invite a few students to share their thinking aloud. Listen for:<ul style="list-style-type: none"><li>* "The wolf now seems like he is impatient because he doesn't wait for the children to return, he goes calling and looking for them."</li><li>* "He seems desperate because he begs the children to get him Gingko nuts," or similar ideas.</li></ul></li></ul> <p>Add students' ideas to the anchor chart.</p> <ul style="list-style-type: none"><li>• Then, ask students to <b>tape, glue, or staple</b> their independent reading questions and responses onto the next blank page in their journals.</li></ul>	<ul style="list-style-type: none"><li>• Provide sentence starters and frames as needed, so all students can participate in class discussions.</li></ul>
<p><b>B. Reviewing Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to chorally read each of the learning targets aloud, pausing between to use Fist to Five to demonstrate their level of mastery toward each target.</li><li>• Tell students they will continue to refer to their <b>Fluency Self-Assessment</b> from Lesson 2 as they reread pages 4–21 of <i>Lon Po Po</i> for homework, self-evaluate their fluency, and reflect on their progress toward the fluency goal they set.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Reread pages 4–21 of <i>Lon Po Po</i> in a whisper voice.</li><li>• Then, reread pages 4–11 aloud in front of a mirror and reflect:<ul style="list-style-type: none"><li>– "Am I reading more fluently? Explain."</li><li>– "How close am I to reaching the fluency goal I set? Explain."</li></ul></li><li>• Write your reflections on the back of your Fluency Self-Assessment.</li></ul>	<ul style="list-style-type: none"><li>• If available, provide an audio recording of <i>Lon Po Po</i> for struggling readers to read along with to practice their fluency skills.</li><li>• Allow students who struggle with writing to dictate their reflections to someone at home to scribe for them.</li></ul>



EXPEDITIONARY  
LEARNING

# Grade 3: Module 3B: Unit 1: Lesson 3

## Supporting Materials



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**Text-Dependent Questions:**

*Lon Po Po*, Pages 12–21

Directions	Questions
<p>With group members, look at the illustrations on <b>pages 12–13</b> and discuss what you think the illustrations are trying to show the reader.</p> <p>Whisper read page 12 with your group members. Then, discuss your thinking about each question.</p>	<p>What words does the wolf use to describe Tao and Paotze?</p> <hr/> <hr/> <p>The wolf says, “All the chicks are in the coop.” On one of your index cards, write this quote and then sketch a picture below it to show what it literally means.</p> <p>Why would the wolf call the children “chicks in a coop”?</p> <hr/> <hr/> <p>What does the wolf’s word choice make you think about his motivation for going to the house? Explain your thinking.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



Text-Dependent Questions:

*Lon Po Po*, Pages 12–21

Directions	Questions
<p>With group members, look at and discuss the illustrations across <b>pages 14–15</b>, then read page 15 independently. Record a response to each question.</p>	<p>In the larger box below, draw a quick sketch to show what Shang does <i>after</i> the wolf explains that his foot has a bush on it because he has “... brought hemp strings to weave you a basket.” In the smaller box below your sketch, write a one or two sentence caption that explains what Shang does.</p> <div data-bbox="581 714 1523 1211" style="border: 1px solid black; height: 237px; margin: 10px 0;"></div> <div data-bbox="581 1320 1523 1402" style="border-bottom: 1px solid black; height: 39px; margin: 10px 0;"></div>
	<p>On one of your index cards, write the word <i>awl</i>. What do you think an awl is? Draw a quick sketch of an awl on the back of your index card.</p> <p>Why would Shang decide to light the candle? Support your thinking with at least one detail from page 15.</p> <div data-bbox="581 1766 1523 1927" style="border-bottom: 1px solid black; height: 77px; margin: 10px 0;"></div>



**Text-Dependent Questions:**

*Lon Po Po*, Pages 12–21

Directions	Questions
<p>Follow along silently as your teacher reads <b>page 17</b> aloud. With group members, review and discuss the questions on the right. Then, refer back to the text to help you answer each question.</p>	<p>How does the author describe Shang?</p> <hr/> <hr/> <hr/>
	<p>What does Shang tell the wolf about Gingko nuts?</p> <hr/> <hr/> <hr/>
	<p>What does this make you wonder about Shang’s motivation for telling the wolf about Gingko nuts?</p> <hr/> <hr/> <hr/>
	<p>Why does the wolf feel delighted?</p> <hr/> <hr/> <hr/>





**Text-Dependent Questions:**  
*Lon Po Po*, Pages 12–21

Directions	Questions
<p>With group members, chorally read <b>page 19</b>, then discuss the details you notice in the illustrations on pages 18–19. Review and discuss each question on the right, then record an answer to each.</p>	<p>How are the children able to get away from the wolf?</p> <hr/> <hr/> <hr/> <hr/>
	<p>Refer to details from the illustration and text to explain what the wolf does when the children don't return.</p> <hr/> <hr/> <hr/> <hr/>
	<p>What does Shang tell the wolf about the magic of Gingko?</p> <hr/> <hr/> <hr/> <hr/>



**Text-Dependent Questions:**  
*Lon Po Po*, Pages 12–21

Directions	Questions
<p>Independently review the illustrations on pages 20–21, then whisper read <b>page 20</b>. With group members, discuss your thinking and then answer the questions on the right.</p>	<p>How does Shang’s description of the Gingko nuts make the wolf feel? Draw a quick sketch to show your thinking.</p> 
	<p>What plan does Shang explain to the wolf? Draw and label each step of the plan.</p> 



**Text-Dependent Questions:**

*Lon Po Po*, Pages 12–21

Directions	Questions
<b>Synthesis:</b> With group member, refer to pages 12–21 and your responses to all of the above questions to help you answer the questions on the right.	<p>What does Shang do and say to show she is “clever”?</p> <hr/> <hr/> <hr/> <hr/> <p>What does the wolf want, at this point in the story? Why?</p> <hr/> <hr/> <hr/> <hr/>



**Close Reading Guide:**  
*Lon Po Po*, Pages 12–21  
(For Teacher Reference)

Total Time: 35 minutes

Directions	Questions	Close Reading Guide
<p>With group members, look at the illustrations on <b>pages 12–13</b> and discuss what you think the illustrations are trying to show the reader.</p> <p>Whisper read page 12 with your group members. Then, discuss your thinking about each question.</p>	<p>What words does the wolf use to describe Tao and Paotze?</p> <p>The wolf says, “All the chicks are in the coop.” On one of your index cards, write this quote and then sketch a picture below it to show what it literally means.</p> <p>Why would the wolf call the children “chicks in a coop”?</p> <p>What does the wolf’s word choice make you think about his motivation for going to the house? Explain your thinking.</p>	<p>Give students 4 or 5 minutes to read page 12 in groups and discuss their initial thinking about the questions (consider working with small groups of struggling readers, as needed).</p> <p>Once all students have read and discussed their thinking about each question, read the first question aloud and cold call a few students to share their ideas with the class. Listen for: <i>The words the wolf used to describe Tao and Paotze are plump and sweet.</i></p> <p>Follow up by asking students in what context they have heard words like this used before. Listen for students to say these types of words are usually used to describe food, the texture and/or taste of food.</p> <p>Read the next prompt aloud and explain that “literally” is the exact meaning of a word or phrase, then ask students what a “coop” is. Listen for students to say that a coop is like a cage or pen where animals are kept (define if necessary). Ask students to quickly sketch and then share out their sketches of chicks in a coop (15-second sketch).</p> <p>Go on to explain that there are no chicks in a coop in this story, so when the wolf calls the children “chicks in a coop” it is considered a “non-literal” interpretation of the phrase because he is comparing the children to “chicks in a coop,” not literally referring to chicks in a coop.</p>



**Close Reading Guide:**  
*Lon Po Po*, Pages 12–21  
(For Teacher Reference)

Directions	Questions	Close Reading Guide
		<p>Then, read aloud the next two questions and ask students to discuss their thinking with group members and record a response to each question.</p> <p>After 3 minutes, cold call a few students to share their ideas whole class and listen for:</p> <p><i>I think he calls them chicks because he probably thinks of them as food, plump and juicy like chickens</i></p> <p><i>I think he wants to eat the children because plump and juicy are words that would normally be used to describe food and he calls them chickens in a coop. A wolf would probably eat chickens, people eat chicken, etc.</i></p>
<p>With group members, look at and discuss the illustrations across <b>pages 14–15</b>, then read page 15 independently. Record a response to each question.</p>	<p>In the larger box below, draw a quick sketch to show what Shang does <i>after</i> the wolf explains that his foot has a bush on it because he has “... brought hemp strings to weave you a basket.” In the smaller box below your sketch, write a one or two sentence caption that explains what Shang does.</p>	<p>Give students 5 or 6 minutes to read page 15 and complete the sketch and caption, then pause them in their work.</p> <p>Invite a few students to share their sketches whole class and listen and look for: <i>Shang touching the wolf’s/grandmother’s sharp claws.</i></p>



**Close Reading Guide:**  
*Lon Po Po*, Pages 12–21  
(For Teacher Reference)

Directions	Questions	Close Reading Guide
	<p>On one of your index cards, write the word <i>awl</i>. What do you think an awl is? Draw a quick sketch of an awl, on the back of your index card.</p> <p>Why would Shang decide to light the candle? Support your thinking with at least one detail from page 15.</p>	<p>Then, ask students to record the word “awl” onto an index card and discuss in groups what they think an awl is, based on clues in the text. After 1 minute, invite a few students to share their thinking whole group. Listen for students to say that an awl is a tool that has a sharp point, used for punching small holes in leather or wood (if students cannot determine the meaning, define for them), then ask students to draw a picture of an “awl” and record a definition for “awl” on their index cards.</p> <p>Focus students on the last question about page 15 and tell them to discuss and record their thinking.</p> <p>After 1 or 2 minutes, cold call a few students to share out and listen for: <i>I think she doesn’t believe that the wolf is Po Po, because she asks why Po Po would have thorns on her hand and probably doesn’t believe the wolf’s answer (an awl has one point, it is not like thorns, etc.).</i></p>
<p>Follow along silently as your teacher reads <b>page 17</b> aloud. With group members, review and discuss the questions on the right. Then, refer back to the text to help you answer each question.</p>	<p>How does the author describe Shang?</p> <p>What does Shang tell the wolf about Gingko nuts?</p>	<p>Read page 17 aloud, then direct students to work with group members to determine and record an answer to each question. Circulate to offer guidance and support.</p> <p>After 7 or 8 minutes, cold call students to share out their responses to each question. Listen for suggestions like:</p> <p><i>The author describes Shang as the eldest; most clever</i> (ask students what these words mean, clarify as needed).</p>



**Close Reading Guide:**  
*Lon Po Po*, Pages 12–21  
(For Teacher Reference)

Directions	Questions	Close Reading Guide
	<p>What does this make you wonder about Shang’s motivation for telling the wolf about Gingko nuts?</p> <p>Why does the wolf feel delighted?</p>	<p><i>She tells him the Gingko nut is soft and tender, like the skin of a baby; one taste of the nut will make him live forever (Ask: “Why do you think Shang would describe the nut by comparing it to the skin of a baby? Why would she tell him it will make him live forever?”)</i></p> <p><i>I wonder if she is trying to trick him; trying to get him to want to eat something other than her, Tao, and Paotze, etc.</i></p> <p><i>The wolf is delighted because he wants the Gingko nuts and Shang tells him that she and the children will pick them for him/Po Po; he won’t have to climb the tree himself to get the nuts.</i></p>
<p>With group members, chorally read <b>page 19</b>, then discuss the details you notice in the illustrations on pages 18–19. Review and discuss each question on the right, then record an answer to each.</p>	<p>How are the children able to get away from the wolf?</p> <p>Refer to details from the illustration and text to explain what the wolf does when the children don’t return.</p>	<p>Give students 6 or 7 minutes to chorally read and respond to each of the questions. Consider working with a small group of struggling readers, reading the text aloud to them as they whisper read with you.</p> <p>Once students have read and recorded an answer to each question, cold call members from different groups to share their thinking aloud. Listen for:</p> <p><i>Shang jumps out of bed to go get the Gingko nuts and Tao and Paotze go with her. Then, they all climb the tree.</i></p> <p><i>The illustration shows that the wolf comes looking for the children; in the text, it says that he shouted “Where are you, children?”</i></p>



**Close Reading Guide:**  
*Lon Po Po*, Pages 12–21  
(For Teacher Reference)

Directions	Questions	Close Reading Guide
	What does Shang tell the wolf about the magic of Gingko?	<i>Shang tells the wolf that Gingko is magic only when it is plucked from the tree; he has to come pluck the nut from the tree himself.</i> (Pose the following discussion questions: “Why would Shang tell him this now, when earlier she told him that she and her sisters would go pick it for him? What questions do you have now about Shang’s motivations?”)



**Close Reading Guide:**  
*Lon Po Po*, Pages 12–21  
(For Teacher Reference)

Directions	Questions	Close Reading Guide
Independently review the illustrations on pages 20–21, then whisper read <b>page 20</b> . With group members, discuss your thinking and then answer the questions on the right.	<p>How does Shang’s description of the Gingko nuts make the wolf feel? Draw a quick sketch to show your thinking.</p> <p>What plan does Shang explain to the wolf? Draw and label each step of the plan.</p>	<p>Give students 2 or 3 minutes to read page 20 and discuss their initial thinking about the questions. Then, read the first question aloud and direct students to take 15 seconds to sketch how the wolf feels.</p> <p>After 15 seconds, ask students to hold up their sketches to show group members and other nearby peers. Look for students to sketch the wolf with his mouth watering, looking hungry to eat the Gingko nuts (or similar ideas).</p> <p>Then read the second question aloud. As necessary, explain that a diagram is a simple drawing that has parts of it labeled to help viewers understand what each part of the diagram is (consider modeling with something simple, like how to diagram and label parts of a peanut butter and jelly sandwich OR show them an example of a diagram from a book or the internet). Provide further clarification as needed, then ask students to draw and label the plan Shang explains to the wolf. After 2 or 3 minutes, invite students to share their diagrams with nearby groups of peers and discuss the similarities and differences between their drawings. Look for students to: <i>Draw and label the wolf getting the basket and rope; the wolf tying one end of the rope to the basket; the wolf sitting in the basket; the wolf throwing the other end of the rope up to Shang, as he sits in the basket (or similar ideas).</i></p>



**Close Reading Guide:**  
*Lon Po Po*, Pages 12–21  
(For Teacher Reference)

Directions	Questions	Close Reading Guide
<b>Synthesis:</b> With group members, refer to pages 12–21 and your responses to all of the above questions to help you answer the questions on the right.	<p>What does Shang do and say to show she is “clever”?</p> <p>What does the wolf want, at this point in the story? Why?</p>	<p>Read the directions and each of the synthesis directions aloud, then explain that “cleverness” is a trait (a part of Shang’s personality, who she is). Then ask students to discuss their thinking about each question with group members and to record their answers. Clarify as needed, then circulate to offer guidance.</p> <p>After 5 minutes, cold call students to share their responses whole group. Listen for ideas like:</p> <p><i>Shang is clever because she gets herself and her sisters away from the wolf by telling him about how good the Gingko nut is then climbing up the tree, so they will be safe, etc.</i></p> <p><i>At this point in the story, the wolf wants a Gingko nut because Shang has told him that they’re delicious, and will make him live forever.</i></p>



EXPEDITIONARY  
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# Grade 3: Module 3B: Unit 1: Lesson 4

## Close Reading: *Lon Po Po*, Pages 22–31



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

I can determine the central lesson and explain how it is conveyed through key details in the text. (RL.3.2)  
I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3)  
I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. (RL.3.4)  
I can explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. (RL.3.7)

Supporting Learning Targets

- I can explain how characters' actions contribute to the sequence of events that take place in *Lon Po Po*.
- I can determine the meaning of words and phrases from *Lon Po Po*.
- I can explain the lesson that is conveyed in *Lon Po Po* by referring to key details from the story.

Ongoing Assessment

- Fluency Self-Assessment (homework, continued, from Lesson 2 homework)
- Text-Dependent Questions: *Lon Po Po*, pages 22–31
- Vocabulary cards



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Reviewing Homework and Engaging the Reader (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Determining the Gist: <i>Lon Po Po</i>, Pages 22–31 (10 minutes)</li><li>B. Close Read: <i>Lon Po Po</i>, Pages 22–31 (35 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Debrief: Narrative Elements and Who Is the Wolf in Fiction? (8 minutes)</li><li>B. Reviewing Learning Targets (2 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Reread pages 4–31 of <i>Lon Po Po</i>; self-assess fluency; reflect and refine goals.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• This lesson follows a pattern similar to Lessons 2 and 3, as students continue to closely read <i>Lon Po Po</i> and use key details from the story to determine the central lesson that is conveyed and why the characters of Shang and the Wolf are important to the story. This work helps students further develop their understanding of how the wolf is portrayed in fiction and the lessons that can be learned from traditional stories. It also helps them prepare for the mid-unit assessment in the next lesson.</li><li>• During the debrief, a new Narrative Elements anchor chart is introduced. The purpose of this chart is twofold: One, it helps students recognize and synthesize key events from <i>Lon Po Po</i>. Secondly, it serves as a scaffold for students' writing in Unit 3, when they will write their own stories about wolves.</li><li>• In advance:<ul style="list-style-type: none"><li>– Create Narrative Elements anchor chart (see supporting materials).</li><li>– Preview pages 22–31 of <i>Lon Po Po</i> and the Close Reading Guide.</li><li>– Review Back-to-Back, Face-to-Face and Thumb-O-Meter protocols in Checking for Understanding Techniques (see Appendix).</li></ul></li><li>• Post: Learning targets; Guiding Questions anchor chart; Who Is the Wolf in Fiction anchor chart; Narrative Elements anchor chart.</li></ul>



Lesson Vocabulary	Materials
characters, actions, contribute, sequence, events, determine, meaning, lesson, conveyed, overjoyed, pretend (23), rose (27), peacefully (28)	<ul style="list-style-type: none"><li>• Guiding Questions anchor chart (from Lesson 1)</li><li>• Journals (begun in Lesson 1)</li><li>• <i>Lon Po Po</i> (book; one per student)</li><li>• Text-Dependent Questions: <i>Lon Po Po</i>, pages 22-31 (one per student)</li><li>• Index cards (two per student)</li><li>• Close Reading Guide: <i>Lon Po Po</i>, pages 22-31 (for teacher reference)</li><li>• Single-hole punch (one per student)</li><li>• Metal ring (from Lesson 2; students' own)</li><li>• Narrative Elements anchor chart (example, for teacher reference)</li><li>• Who Is the Wolf in Fiction anchor chart (begun in Lesson 2)</li><li>• Tape, glue, or staples (for each student)</li><li>• Fluency Self-Assessment (begun in Lesson 2; for homework)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Reviewing Homework and Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take out their Fluency Self-Assessments with reflections written on the back, which they completed for homework.</li><li>• Review Back-to-Back, Face-to-Face protocol as needed, then ask students to quickly partner up with a peer they have not worked with recently.</li><li>• Tell students to turn back-to-back and review the reflections from their homework:<ul style="list-style-type: none"><li>– “Am I reading more fluently? Explain.”</li><li>– “How close am I to reaching the fluency goal I set? Explain.”</li></ul></li><li>• After 1 minute, ask students to turn face-to-face to share reflections with their partners.</li><li>• After 2 minutes, invite a few students to share with the whole group. Congratulate students on their ongoing reflections and work toward mastering fluent reading skills, which will support their ability to read and comprehend even more complex texts.</li><li>• Direct students' attention to the posted <b>Guiding Questions anchor chart</b>. Tell students that today they will complete their close read of <i>Lon Po Po</i> to help them further build their understanding of the guiding questions:<ul style="list-style-type: none"><li>* “What lessons can be learned from traditional stories?”</li><li>* “Who is the wolf in fiction?”</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Allow students who have difficulty sharing their ideas aloud to pass their recorded reflections to their partners to read silently.</li><li>• Provide sentence starters and frames to allow all students to participate in the group discussion: “I think I am reading more fluently because _____”; “I am _____ close to my goal because I still need to work on/I have mastered _____.”</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Determining the Gist: <i>Lon Po Po</i>, Pages 22–31 (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take out their <b>journals</b> and copies of <b><i>Lon Po Po</i></b> and join their groups.</li><li>• Tell students that as in previous lessons, the first read will be aloud and they will follow along silently to determine the gist.</li><li>• Ask students to turn to pages 22–23, then begin on page 23 with “The wolf was overjoyed ...” and end on page 31 with “On the next day ... who had come.” (Again, consider using this as an opportunity to model criteria described on the Fluency Self-Assessment and asking students to share out ideas about how you read fluently.)</li><li>• After reading aloud, ask students to think about and then discuss in groups: “What is the gist of these last pages from <i>Lon Po Po</i>? Why do you think so?”</li><li>• After 1 or 2 minutes, cold call a few groups to share their thinking with the class. Listen for:<ul style="list-style-type: none"><li>* “I think the gist of the last pages is that the wolf is killed because they keep dropping him from the tree and his heart breaks,” or similar suggestions.</li></ul></li><li>• Ask students to turn to the page in their journals where they recorded the gist during the previous two lessons, then record the gist of pages 22–31 on the same page.</li><li>• Once students have recorded their gist statements, ask them to prepare for the final close read of <i>Lon Po Po</i>.</li></ul>	<ul style="list-style-type: none"><li>• Provide sentence frames to support students who struggle with expressing their ideas aloud; for example: “I think the gist of the last pages is ____ because ____.”</li><li>• Allow students who struggle with writing to dictate their gist statement to you, another adult, or a peer to scribe for them OR to draw a pictorial representation of the gist.</li></ul>
<p><b>B. Close Read: <i>Lon Po Po</i>, Pages 22–31 (35 minutes)</b></p> <ul style="list-style-type: none"><li>• Focus students’ attention on the posted learning targets and ask them to chorally read each one aloud:<ul style="list-style-type: none"><li>* “I can explain how characters’ actions contribute to the sequence of events that take place in <i>Lon Po Po</i>.”</li><li>* “I can determine the meaning of words and phrases from <i>Lon Po Po</i>.”</li><li>* “I can explain the lesson that is conveyed in <i>Lon Po Po</i> by referring to key details from the story.”</li></ul></li><li>• Point out to students that the first two learning targets are similar to ones they have been working on, but the third target is a little different. Underline the words <i>lesson</i> and <i>conveyed</i>.</li><li>• Remind students that traditional stories were passed down through “oral tradition,” for the purpose of “conveying” (sharing) an important “lesson” (moral, message) to each successive generation. Then explain that today, after students once again respond to text-dependent questions and determine the meaning of key terms, they will refer to their notes and the text to determine the lesson this story is trying to convey.</li></ul>	<ul style="list-style-type: none"><li>• Consider working with a small group of students who may need more support understanding key terms and ideas conveyed through the text and illustrations, and/or crafting responses to the questions.</li><li>• Provide a scribe for students who struggle to record their thinking in writing, or consider allowing them to record their responses into a recording device.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Distribute <b>Text-Dependent Questions: <i>Lon Po Po</i>, pages 22–31</b> and <b>index cards</b> to each student. When students are ready, lead them through the last close read of <i>Lon Po Po</i> using the <b>Close Reading Guide: <i>Lon Po Po</i>, pages 22–31 (for teacher reference)</b>. As in previous lessons, closely follow the teaching notes in the right hand column to guide students. Discuss and monitor student responses to each question, and model strategies for navigating complex sections of the text as necessary.</li><li>• After completing the close read, distribute a <b>single-hole punch</b> and ask students to punch holes in their new index cards and add them to their <b>metal rings</b>.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief: Narrative Elements and Who Is the Wolf in Fiction? (8 minutes)</b></p> <ul style="list-style-type: none"><li>• Focus students' attention on the new <b>Narrative Elements anchor chart</b>. Orient students to the anchor chart by first reading the definition for a "folktale" at the bottom of the chart.</li><li>• Then, read the title and definition in each column (setting, characters, central problem/events, solution). Clarify as needed, then ask students to refer to their text-dependent question responses and pages 4–11 of <i>Lon Po Po</i> to think about and discuss with one or two nearby peers:<ul style="list-style-type: none"><li>* "What are the two main settings in <i>Lon Po Po</i>?"</li><li>* "How does the setting help you understand that <i>Lon Po Po</i> is a traditional story?"</li></ul></li><li>• After 1 minute, invite a few students to share their ideas whole group. Listen for suggestions such as:<ul style="list-style-type: none"><li>– "The setting is 'Once, long ago, in the country'; inside the house; outside the house." (Record students' ideas in the Setting column of the anchor chart.)</li><li>– "The setting of traditional stories is usually vague (not specific), as we see in this story: the country, the house, the yard."</li></ul></li><li>• Continue by asking similar questions about the "characters," "central problem/events," and "solution." Listen for students to share out ideas like:<ul style="list-style-type: none"><li>– "The characters are an old wolf, the children (Shang, Tao, Paozte), and the mother; traditional stories don't have a lot of characters."</li><li>– "The central problem is that a wolf is trying to eat the children; the children are trapped in their house with a wolf."</li><li>– "The most important events that take place are that a wolf gets into the children's house; Shang figures out a way for the children to get away from the wolf; the children trick the wolf."</li><li>– "The solution is that the children kill the wolf by dropping him from high up in the tree so his heart is broken and he dies."</li></ul></li><li>• Record students' thinking and provide clarification as needed.</li><li>• Refocus students' attention on the <b>Who Is the Wolf in Fiction anchor chart</b> and ask them to discuss with nearby partners: "How would you describe the wolf in this fictional story now? Why?"</li><li>• After 1 or 2 minutes, invite a few students to share their thinking aloud. Listen for: "The wolf now seems not very smart because he kept getting into the basket and he was killed," and similar ideas.</li><li>• Ask students to <b>tape, glue, or staple</b> their independent reading questions and responses onto the next blank page in their journals.</li></ul>	<ul style="list-style-type: none"><li>• Provide sentence starters and frames as needed, so all students can share their thinking during the class discussions.</li></ul>



Closing and Assessment (continued)	Meeting Students' Needs
<p><b>B. Reviewing Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to chorally read each of the learning targets, pausing between to show a thumbs-up or thumbs-down to demonstrate their level of mastery toward each target.</li><li>• Tell students they will take the Mid-Unit 1 Assessment in the next lesson.</li><li>• Then, tell students they will continue to use their <b>Fluency Self-Assessment</b> from Lesson 2 as they reread pages 4–31 of <i>Lon Po Po</i> 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 pages 4–31 of <i>Lon Po Po</i> aloud.</li><li>• Then, 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> <p><i>Note: Preview Lesson 5 Teaching Notes and the Mid-Unit 1 Assessment to determine and establish appropriate scaffolds to ensure that students are able to complete the assessment in one session.</i></p>	<ul style="list-style-type: none"><li>• If available, provide an audio recording of <i>Lon Po Po</i> for struggling readers to read along with to hear models of and practice their 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 hand-held recording device for students to record their thinking into.</li></ul>



EXPEDITIONARY  
LEARNING

# Grade 3: Module 3B: Unit 1: Lesson 4

## Supporting Materials



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Text-Dependent Questions:

*Lon Po Po*, Pages 22–31

Directions	Questions
<p>Reread <b>page 20</b> independently.</p> <p>Then, with group members, look at the illustrations on <b>pages 22–23</b> and discuss what you think they are trying to show the reader.</p> <p>Chorally read page 23 with your group members. Then, discuss and record a response to each question.</p>	<p>Based on details from the text and illustrations on pages 20–23, why do you think the wolf is “overjoyed”?</p> <hr/> <hr/> <hr/> <p>Record the word <i>pretend</i> on one of your index cards. What does it mean to pretend? Write a definition for “pretend” on the back of the index card.</p> <p>Why do you think Shang would pretend to be “small and weak”?</p> <hr/> <hr/> <hr/> <p>How do the illustrations on pages 22–23 help the reader understand what happens when the wolf agrees to Shang’s plan?</p> <hr/> <hr/> <hr/>



**Text-Dependent Questions:**  
*Lon Po Po*, Pages 22–31

Directions	Questions
<p>With group members, discuss the illustrations on <b>pages 24–25</b>.</p> <p>Then, whisper read page 25. Discuss and answer each question.</p>	<p>Why does the wolf agree to get into the basket a second time?</p> <hr/> <hr/> <hr/> <p>Why does the wolf become furious? Draw a sketch to show what happens to make the wolf furious.</p> <div></div> <p>How do the children respond to the wolf's anger?</p> <hr/> <hr/> <hr/>



**Text-Dependent Questions:**

*Lon Po Po*, Pages 22–31

Directions	Questions
Follow along silently as your teacher reads <b>page 27</b> aloud. With group members, discuss and answer the questions on the right. Be sure to refer back to the text to help you answer each question.	<p>On one of your index cards, write the word “rose.” Then, review each of the definitions for “rose” below and record the one you think is the correct definition (based on context), onto the back of your index card.</p> <ul style="list-style-type: none"><li>– “A reddish color.”</li><li>– “A flower.”</li><li>– “To go higher.”</li></ul> <p>How do you think the children knew to let go of the rope at the same time? Explain.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Why would the children want to drop the wolf?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <p>What happens to the wolf when the basket falls?</p> <hr/> <hr/> <hr/> <hr/> <hr/>



**Text-Dependent Questions:**  
*Lon Po Po*, Pages 22–31

Directions	Questions
<p>Independently read <b>page 28</b>, then discuss the details you notice in the illustrations across pages 28–29 with group members. Refer to the text and illustrations to help you answer each question on the right.</p>	<p>Draw a picture of what the children do after the wolf falls the last time.</p> <div></div> <p>Why would the children sleep “peacefully”?</p> <div></div>
<p><b>Synthesis:</b> With group members, chorally read <b>page 31</b>. Work together to answer each question on the right.</p> <p>Look back through the whole book and use all the thinking you have done about this story to help you answer these questions.</p>	<p>What word would you use to describe the ending of this story? Why?</p> <div></div>



**Text-Dependent Questions:**  
*Lon Po Po*, Pages 22–31

Directions	Questions
	<p>What was the wolf's motivation for going to the children's house? Explain your thinking.</p> <hr/> <hr/> <hr/> <hr/> <hr/>
	<p>What happens to the wolf as a result of his actions and decisions?</p> <hr/> <hr/> <hr/> <hr/> <hr/>
	<p>Which of the following lessons do you think can be learned from this story?</p> <ul style="list-style-type: none"><li>– “Wolves like to eat Gingko nuts.”</li><li>– “If you are clever, you can get yourself out of bad situations.”</li><li>– “Never unlock the door for a wolf.”</li></ul>



**Text-Dependent Questions:**  
*Lon Po Po*, Pages 22–31

Directions	Questions
	<p>In what ways is the wolf an important part of the story?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<p>In what ways is Shang an important part of the story?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



**Close Reading Guide:**  
*Lon Po Po*, Pages 22–31  
(For Teacher Reference)

Total Time: 35 minutes

Directions	Questions	Close Reading Guide
<p>Reread <b>page 20</b> independently.</p> <p>Then, with group members, look at the illustrations on <b>pages 22–23</b> and discuss what you think they are trying to show the reader.</p> <p>Chorally read page 23 with your group members. Then, discuss and record a response to each question.</p>	<p>Based on details from the text and illustrations on pages 20–23, why do you think the wolf is “overjoyed”?</p> <p>Record the word <i>pretend</i> on one of your index cards. What does it mean to pretend? Write a definition for “pretend” on the back of the index card.</p> <p>Why do you think Shang would pretend to be “small and weak”?</p> <p>How do the illustrations on pages 22–23 help the reader understand what happens when the wolf agrees to Shang’s plan?</p>	<p>Give students 1 or 2 minutes to reread page 20. Then, give groups 1 more minute to review and discuss the illustrations.</p> <p>Direct students to spend 8 minutes reading page 23 and responding to the questions.</p> <p>After students have read and recorded their responses, invite members from various groups to share their thinking whole class. Listen for:</p> <p><i>The wolf is overjoyed because Shang gives him a plan for getting the Gingko nuts, and the Gingko nuts are supposed to taste delicious and make him live forever.</i></p> <p><i>Pretend means to make believe; make up; act as if something is true when it’s not.</i></p> <p><i>Shang pretends to be small and weak to explain why she dropped the basket, and why the wolf fell.</i></p> <p><i>They show the wolf being pulled up in the basket and then being dropped/falling to the ground; how the wolf becomes hurt; how Shang pulls the wolf up, etc.</i></p>



**Close Reading Guide:**  
*Lon Po Po*, Pages 22–31  
(For Teacher Reference)

Directions	Questions	Close Reading Guide
<p>With group members, discuss the illustrations on <b>pages 24–25</b>.</p> <p>Then, whisper read page 25. Discuss and answer each question.</p>	<p>Why does the wolf agree to get into the basket a second time?</p> <p>Why does the wolf become furious? Draw a sketch to show what happens to make the wolf furious?</p> <p>How do the children respond to the wolf's anger?</p>	<p>Give students 6 or 7 minutes to view the illustrations, read the text, and answer each question. Circulate to offer support as needed.</p> <p>After students have recorded a response to each question, cold call members from different groups to share their ideas and sketches with the class. Listen and look for suggestions like:</p> <p><i>I think the wolf agrees to get in the basket again because the only thing he wanted or could think of was the taste of the Gingko nut.</i></p> <p><i>The wolf becomes furious because they let go, he fell again (sketches of the wolf falling and bumping his head).</i></p> <p><i>They tell him they could not hold the rope, but one Gingko nut will make him feel better; they tell him that all three of them will try to pull him up the next time and that they will not fail.</i></p>



**Close Reading Guide:**  
*Lon Po Po*, Pages 22–31  
(For Teacher Reference)

Directions	Questions	Close Reading Guide
Follow along silently as your teacher reads <b>page 27</b> aloud. With group members, discuss and answer the questions on the right. Be sure to refer back to the text to help you answer each question.	<p>On one of your index cards, write the word “rose.” Then, review each of the definitions for “rose” below and record the one you think is the correct definition (based on context), onto the back of your index card.</p> <ul style="list-style-type: none"><li>– “A reddish color.”</li><li>– “A flower.”</li><li>– “To go higher.”</li></ul> <p>How do you think the children knew to let go of the rope at the same time? Explain.</p> <p>Why would the children want to drop the wolf?</p> <p>What happens to the wolf when the basket falls?</p>	<p>Read page 27 aloud as students follow along silently. Then give students 6 or 7 minutes to respond to each question.</p> <p>After students have answered each question, cold call members from each group to share their thinking with the class. Listen for:</p> <p><i>Rose in this context means to go higher. (Ask students how they figured out the meaning of this word.)</i></p> <p><i>I think they knew to let go of the rope when Shang coughed, because they all let go right after she did that.</i></p> <p><i>I think the children want to drop the wolf so they can hurt or kill him, so he won’t try to eat them (or similar suggestions).</i></p> <p><i>The wolf bumped his head and his heart broke into pieces.</i></p>



**Close Reading Guide:**  
*Lon Po Po*, Pages 22–31  
(For Teacher Reference)

Directions	Questions	Close Reading Guide
Independently read <b>page 28</b> , then discuss the details you notice in the illustrations across pages 28–29 with group members. Refer to the text and illustrations to help you answer each question on the right.	<p>Draw a picture of what the children do after the wolf falls the last time.</p> <p>Why would the children sleep “peacefully”?</p>	<p>Give students 5 or 6 minutes to read page 28 and respond to the questions. Circulate to offer support and guidance as needed.</p> <p>Once students have answered the questions, cold call a few students to share their thinking aloud. Look and listen for:</p> <p><i>Pictures of the children shouting “Po Po”; seeing that the wolf is dead, from the branches of the tree; climbing down the tree and going to bed; falling asleep.</i></p> <p><i>I think the children sleep peacefully because they aren’t worried about the wolf eating them now that he is dead (or similar ideas).</i></p>



**Close Reading Guide:**  
*Lon Po Po*, Pages 22–31  
(For Teacher Reference)

Directions	Questions	Close Reading Guide
<p><b>Synthesis:</b> With group members, chorally read <b>page 31</b>. Work together to answer each question on the right.</p> <p>Look back through the whole book and use all the thinking you have done about this story to help you answer these questions.</p>	<p>What word would you use to describe the ending of this story? Why?</p> <p>What word would you use to describe the wolf in this story? Why?</p> <p>What was the wolf's motivation for going to the children's house? Explain your thinking.</p>	<p>Read the directions and then the first synthesis question aloud. Ask students to think about then discuss their ideas in groups. After 1 or 2 minutes, invite a few students to share their thinking aloud. Listen for ideas like:</p> <p><i>I would describe the ending of this story as happy because the children escape from the wolf; the mean wolf dies. (Some students may suggest that it is sad, because the wolf's heart is broken. Honor all student suggestions that are supported by details from the text.)</i></p> <p>Ask students to record a response to the first question and then read the second question aloud. Give students 1 or 2 minutes to discuss and record a response. Cold call a few students to share out and listen for:</p> <p><i>I would describe the wolf as easy to fool because he keeps getting into the basket even after they drop him; he dies, etc.</i></p> <p>Ask students to discuss and then write an answer to the question: "What was the wolf's motivation for going to the children's house?"</p> <p>After 1 or 2 minutes, cold call a few students to share their responses whole group. Listen for:</p> <p><i>The wolf went to the children's house so he could eat them, because he waited for their mother to leave, then dressed as their Po Po and described them as plump chicks in a coop (or similar ideas).</i></p>



**Close Reading Guide:**  
*Lon Po Po*, Pages 22–31  
(For Teacher Reference)

Directions	Questions	Close Reading Guide
	<p>What happens to the wolf as a result of his actions and decisions?</p> <p>Which of the following lessons do you think can be learned from this story?</p> <ul style="list-style-type: none"><li>– “Wolves like to eat Gingko nuts.”</li><li>– “If you are clever, you can get yourself out of bad situations.”</li><li>– “Never unlock the door for a wolf.”</li></ul>	<p>Read the next question aloud and ask students to record a response. After 1 minute, cold call a few students to share their answers aloud and listen for: <i>The wolf dies; he bumps his head and his heart is broken.</i></p> <p>Ask students to think about and discuss: “What lesson could be learned from this story?” After 1 minute, invite a few students to share out the lesson they selected with the class and explain why they chose it. Listen for: <i>I think the lesson is “If you are clever, you can get yourself out of bad situations” because Shang was clever and tricked the wolf, so she was able to save herself and her sisters from the wolf (or similar ideas).</i></p> <p>Read the last two questions aloud and explain that what makes a character “important” is that s/he contributes to the events that take place, helps to move the story along, is central to the problem and solution of the story, and is described in detail (what the character wants, looks like, says, and does.) Clarify as needed, then ask students to discuss their thinking about why the wolf and Shang are “important” to the story with group members.</p>







**Close Reading Guide:**  
*Lon Po Po*, Pages 22–31  
(For Teacher Reference)

Directions	Questions	Close Reading Guide
	In what ways is the wolf an important part of the story?	After 2 or 3 minutes, invite various groups to share their ideas with the class. Listen for suggestions like: <i>The wolf is an important part of the story because he causes a problem for the children by dressing as their Po Po and getting into their house. He ends up being killed by the children when they drop him from high up and his heart is broken.</i>
	In what ways is Shang an important part of the story?	<i>Shang is an important part of the story because she tricks the wolf and saves her sisters from being eaten up by him. She comes up with a plan to solve the problem they have with the wolf. She is able to kill the wolf with the help of her sisters, and she is safe and sleeps peacefully at the end of the story.</i>



**Narrative Elements Anchor Chart**  
(Example, for Teacher Reference)

<p>What is the <b>setting</b> of the story?</p> 	<p>Who are the main <b>characters</b> in this story?</p> 	<p>What is the central <b>problem</b>?</p> 	<p>What is the <b>solution</b>?</p> 
<p><i>*Time and Place: The setting is usually vague, e.g., “A long time ago ...” “In the country ...” “In the forest ...”</i></p>	<p><i>* Minimal (up to five characters, but typically two or three); tend to be animals with human qualities/traits who may or may not interact with people</i></p>	<p><i>*What motivates the character? What problem does the character have OR what problem does the character cause?</i></p> <p>Events (what happens):</p> <ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>	<p><i>*What happens to the character(s) as a result of their actions? How is the central problem solved?</i></p>

***Traditional Stories***

**Folktale**

*A folktale is a story with no known author. Folktales were originally passed from one generation to another by word of mouth (through oral tradition) and were eventually written down.*



EXPEDITIONARY  
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# **Grade 3: Module 3B: Unit 1: Lesson 5**

## **Mid-Unit Assessment: “Fox and Wolf” Selected Response and Short Answer Questions**



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

I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1)  
I can determine the central lesson and explain how it is conveyed through key details in the text. (RL.3.2)  
I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3)  
I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. (RL.3.4)  
I can explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story. (RL.3.7)

**Supporting Learning Targets**

- I can explain how characters’ actions contribute to the sequence of events that take place in “Fox and Wolf.”
- I can determine the meaning of words and phrases from “Fox and Wolf.”
- I can explain the lesson that is conveyed in “Fox and Wolf” by referring to key details from the story.

**Ongoing Assessment**

- Mid-Unit 1 Assessment
- Tracking My Progress, Mid-Unit 1 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Reviewing Homework and Engaging the Reader (5 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Mid-Unit 1 Assessment (35 minutes)</li><li>Tracking My Progress (10 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Debrief: Narrative Elements and Who Is the Wolf in Fiction? (7 minutes)</li><li>Sharing Reflections (3 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Reread “Fox and Wolf” and self-assess fluency; read independently for at least 15 minutes.</li></ol></li></ol>	<ul style="list-style-type: none"><li>In this lesson, students take the Mid-Unit 1 Assessment. Students apply what they have learned about character analysis, determining the lesson conveyed through traditional stories and the meaning of key terms by responding to selected response and short answer about an unfamiliar folktale, “Fox and Wolf.”</li><li>Some students may require additional time to complete this assessment independently. Make provisions for those students accordingly. One option is to allow students to independently read through the text once for gist just before rereading and taking the assessment. A second option is to create an audio version of the text for struggling readers to listen to, at predetermined listening centers, as they read along silently.</li><li>Some students may benefit from having someone read the questions aloud to them. Again make provisions for those students accordingly.</li><li>Post: Learning targets; Guiding Questions anchor chart; Who Is the Wolf in Fiction anchor chart; Narrative Elements anchor chart.</li></ul>

Lesson Vocabulary	Materials
characters, actions, contribute, sequence, events, determine, meaning, lesson, conveyed	<ul style="list-style-type: none"><li>Narrative Elements anchor chart (from Lesson 4)</li><li>Who Is the Wolf in Fiction anchor chart (from Lesson 2)</li><li>Guiding Questions anchor chart (from Lesson 1)</li><li>“Fox and Wolf” (assessment text; one per student)</li><li>Mid-Unit 1 Assessment: “Fox and Wolf” selected response and short answer questions (one per student)</li><li>Tracking My Progress, Mid-Unit 1 recording form (one per student)</li><li>Mid-Unit 1 Assessment: “Fox and Wolf” selected response and short answer questions (answers, for teacher reference)</li></ul>



Opening	Meeting Students’ Needs
<p><b>A. Reviewing Homework and Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take out their Fluency Self-Assessments, with reflections recorded on the back, which they completed for homework.</li><li>• Remind students that they were to self-assess fluency, reflect on individual progress, and then refine or revise their fluency goal.</li><li>• Ask students to turn to a nearby partner with whom they have not worked recently, to share fluency reflections and refined or revised goals.</li><li>• After 1 or 2 minutes, invite several students to share their thinking whole group.</li><li>• Then, refocus students’ attention on the <b>Narrative Elements</b> and <b>Who Is the Wolf in Fiction anchor charts</b>. Ask students to consider then discuss with a different nearby partner: “What do you think wolves are like, based on details from the story <i>Lon Po Po</i>?”</li><li>• After 1 or 2 minutes, invite a few students to share their thinking aloud and listen for suggestions like:<ul style="list-style-type: none"><li>– “Based on details from <i>Lon Po Po</i>, I think that wolves are scary; they threaten people; they have sharp teeth and claws; they are tricky,” etc.</li></ul></li><li>• Tell students that today they are going to take the Mid-Unit 1 Assessment to demonstrate what they have learned about how to determine the meaning of key terms, analyze characters and explain how their actions contribute to the sequence of events, and determine the central message or lesson conveyed through the story.</li></ul>	<ul style="list-style-type: none"><li>• Allow students who struggle to share their thinking aloud to instead pass their recorded reflections to their partners to read silently.</li><li>• Provide sentence starters and frames to allow all students access to the group discussions.</li></ul>



Work Time	Meeting Students’ Needs
<p><b>A. Mid-Unit 1 Assessment (35 minutes)</b></p> <ul style="list-style-type: none"><li>• Focus students’ attention on the posted learning targets. Invite them to chorally read aloud with you:<ul style="list-style-type: none"><li>* “I can explain how characters’ actions contribute to the sequence of events that take place in ‘Fox and Wolf.’”</li><li>* “I can determine the meaning of words and phrases from ‘Fox and Wolf.’”</li><li>* “I can explain the lesson that is conveyed in ‘Fox and Wolf’ by referring to key details from the story.”</li></ul></li><li>• Point out to students that these targets are similar to ones they focused on in the previous three lessons of this unit, then invite a few students to restate the targets in their own words.</li><li>• Refocus students’ attention on the <b>Guiding Questions anchor chart</b> and ask them to share out any reflections they may have about the connection between the targets and how they support students’ ability to answer the guiding questions. Answers will vary, but listen for students to indicate that explaining characters’ actions, events, and the meaning of key words/phrases helps them both understand who the wolf is/how he is portrayed in fiction and determine the lesson the story is trying to convey.</li><li>• Distribute the story “<b>Fox and Wolf</b>” and the <b>Mid-Unit 1 Assessment: “Fox and Wolf” selected response and short answer questions</b>.</li><li>• Take some time to orient students to the assessment without giving them any of the answers. Tell students to closely review the directions and then complete the assessment. Clarify as needed.</li><li>• Remind the class that because this is an assessment, it is to be completed independently; however, if students need assistance, they should raise their hand to speak with a teacher.</li><li>• Circulate and support students as they work. During an assessment, prompting should be minimal.</li><li>• If students finish the assessment early, they may begin filling out their Tracking My Progress forms or reading their independent reading book.</li><li>• At the end of Work Time A, congratulate students on their hard work during the assessment. Tell students to hold on to their assessments to refer to as they complete their Tracking My Progress forms and for the debrief.</li></ul>	<ul style="list-style-type: none"><li>• If students receive accommodations for assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study, as well as the goals of the assessment.</li></ul>



Work Time (continued)	Meeting Students’ Needs
<p><b>B. Tracking My Progress (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute a <b>Tracking My Progress, Mid-Unit 1 recording form</b> to each student. Remind students this form is like the progress trackers they have completed in previous units and modules, then provide clarification as necessary.</li><li>• Ask students to refer to their responses on the Mid-Unit 1 Assessment as they reflect on their ability to meet each of the targets.</li><li>• Once students complete their progress trackers, ask them to hang on to their tracking forms and assessment texts for the Closing of the lesson. Collect students’ assessments to score using the <b>Mid-Unit 1 Assessment: “Fox and Wolf” selected response and short answer questions (answers, for teacher reference)</b>.</li></ul>	<ul style="list-style-type: none"><li>• Allow students who struggle with expressing their ideas through writing, to dictate their reflections to you or another adult to scribe.</li></ul>



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Debrief: Narrative Elements and Who Is the Wolf in Fiction? (7 minutes)</b></p> <ul style="list-style-type: none"> <li>• Refocus students’ attention on the Narrative Elements anchor chart and review the information added to the chart during Lessons 2–4.</li> <li>• Ask students to think about their responses to the assessment questions and refer to the story “Fox and Wolf” to discuss with nearby peers: “What did we read today that could be added to the columns on our chart?”</li> <li>• After 2 or 3 minutes, invite students to share their ideas whole class. Add students’ ideas to the appropriate columns on the anchor chart, listening for suggestions like:             <ul style="list-style-type: none"> <li>– “The setting is a deep forest in winter.”</li> <li>– “The characters are the wolf, the fox, and the Mohawk man.”</li> <li>– “The fox and wolf were both motivated to get something to eat; the fox wanted both strings of fish to himself; the Mohawk man wanted a fur pelt.”</li> <li>– “Key events include the fox tricking the Mohawk man and stealing his fish; the wolf seeing the fox eating fish and asking for some, but fox won’t share; the fox telling the wolf a plan for getting fish but when the wolf follows the fox’s advice he is captured by the Mohawk man; and the fox gets both strings of fish.”</li> <li>– “The fox’s problem is solved when he gets both strings of fish; the wolf’s problem is not solved, because he doesn’t get any fish and he has a new problem because he is captured; the Mohawk man loses his fish, but he does capture the wolf,” etc.</li> </ul> </li> <li>• Focus students on the <b>Who Is the Wolf in Fiction anchor chart</b> and ask them to discuss with nearby partners: “How would you describe the wolf in this story? Why?”</li> <li>• After 1 or 2 minutes, invite a few volunteers to share their thinking aloud. Listen for:</li> <li>• “The wolf in this story was foolish to trust the fox because in the beginning of the story it says they were good neighbors but not good friends, so wolf shouldn’t have trusted fox,” and other ideas supported by details from the story.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide sentence starters and frames as needed, so all students can share their thinking during the debrief.</li> <li>• Offer sentence frames to support all students’ ability to share reflections; for example: “I think I have mastered ____ because ____”; and “I’m still struggling with ____ because ____.”</li> </ul>
<p><b>B. Sharing Reflections (3 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to join a partner who is <i>not</i> a part of their regular small group to share reflections from their progress trackers.</li> <li>• After 1 or 2 minutes, invite several students to share their thinking whole group.</li> </ul> <p>Collect students’ progress trackers to review.</p>	



Homework	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Reread “Fox and Wolf” once in a whisper voice, then once aloud and self-assess your fluency.</li><li>• Read independently for at least 15 minutes.</li></ul> <p><i>Note: Students will need an <u>un-scored</u> copy of their assessments during Lesson 6. In advance, make copies to hand out to students, so you are able to review and score the originals. Be sure to score and return students’ assessments before Lesson 8.</i></p>	<ul style="list-style-type: none"><li>• Provide an audio version of “Fox and Wolf” for struggling readers to practice reading aloud with.</li><li>• Provide audio versions of independent reading texts, if available, to support struggling readers.</li></ul>



EXPEDITIONARY  
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# Grade 3: Module 3B: Unit 1: Lesson 5

## Supporting Materials



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“Fox and Wolf”

“Fox and Wolf,” A Native-American Folktale

Wolf was smart, but Fox was smarter. They lived in the same deep forest and chased the same animals for food. Fox and Wolf would nod as they passed each other on the animal paths but they stayed out of each other’s hunting grounds. Fox and Wolf were good neighbors but not good friends.

One winter the cold moved in like an enemy. Wind beat against the tree trunks, and snow swirled around the bare branches.

It was hard for Fox and Wolf to walk to their hunting grounds as the animal paths were filled with deep snow. The cold wind stung their eyes and made their noses ache. Fox and Wolf were hungry; all their usual food slept in the earth, warm and snug in mouse holes or chipmunk nests.



One dark, cold day Fox saw a Mohawk Indian man trudging through the forest pulling a sled behind him. The sled held two long strings of fish.

Fox licked his chops, thinking of those plump, tasty fish. How good they would be to eat! How good it would feel to sleep with a full belly tonight, when the sun pulled up her night blanket against the cold, and the forest filled with icy darkness. Fox hid behind a tree and thought and thought.

Finally he said to himself, “I know how to get those fish, every last one of them.”

Fox ran ahead of the man and found a tree in his path. Fox leaned against the trunk. “My leg! My leg!” he cried. “I’ve broken my leg!”

The man hurried to the tree, pulling his sled behind him.

“I’ve broken my leg,” Fox cried. “Help me, brother.”

“A fox with a broken leg makes a very poor fox,” the man said. “He makes a better fur hat. I will take you home and make a warm fur hat out of you.”

Image from: <http://www.ForestWander.com>  
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**“Fox and Wolf”**

The man placed the whimpering fox on the sled with the fish. He pushed through the windy forest for home, his snow shoes squeaking over the dry, feather-light snow. Fox lay on the sled, waiting.

At the best moment for escape, Fox grabbed one string of fish and jumped off the sled. “Nothing tastes better than a string of fish on a cold winter’s day,” he yipped to the man. “You won’t get that fur hat today!”

Fox raced into the deepest part of the forest. He sat by a tree and began to feast on his fish. Wolf came by.

“Brother,” Wolf said, “nothing tastes better than a string of fish on a cold winter’s day. Perhaps you could give me some of your fish.”

“No,” replied Fox, chomping on a fish. “I need all my fish today, but I’ll tell you how you can get some fish of your own.”

Soon, Wolf lay against a tree, howling. “My leg! My leg!” he cried. “Help me.”

The Mohawk man rushed through the forest toward Wolf, his second string of fish bumping behind him on the sled.

“I’ve broken my leg,” Wolf howled. “Help me, brother.”

“I’ve been tricked once today,” the Mohawk said angrily. “I won’t be tricked again.”

Fox watched from behind a tree as the man knelt to tie Wolf’s legs with a grapevine rope. At the best moment, Fox dashed out and grabbed the second string of fish. He ran for the safety of the woods as fast as he could.

“Nothing tastes better than a second string of fish on a cold day,” Fox called behind him. “No fish or fox-fur hat for the likes of you two today!”



Mid-Unit 1 Assessment:  
“Fox and Wolf” Selected Response and Short Answer Questions

**Long-Term Learning Targets Assessed:**

- I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1)
- I can determine the central lesson and explain how it is conveyed through key details in the text. (RL.3.2)
- I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3)
- I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. (RL.3.4)
- I can explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story. (RL.3.7)

**Directions:**

- Read the folktale “Fox and Wolf” to determine the gist.
  - Review each of the assessment questions below.
  - Reread “Fox and Wolf” and review the illustration, to help you answer each question.
1. In the first paragraph, the author tells the reader that “Fox and Wolf were good *neighbors* but not good *friends*.” What is the author trying to tell the reader about the relationship between Fox and Wolf?
    - a. Fox and Wolf were very close friends.
    - b. Fox and Wolf spent time together.
    - c. Fox and Wolf got along with each other, but they were not close friends.
    - d. Fox and Wolf were enemies.



Mid-Unit 1 Assessment:

“Fox and Wolf” Selected Response and Short Answer Questions

2. In the second paragraph of the story it says, “One winter the cold moved in like an *enemy*.” The author uses the word “enemy” to show that:
- a. The cold weather was dangerous for Fox and Wolf.
  - b. It was snowing very hard.
  - c. There were no animals for Fox and Wolf to hunt.
  - d. Fox and Wolf would need to work together to survive the winter.
3. How does the illustration help you understand why it would be difficult for Fox and Wolf to find food once winter came?

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4. Part A: What is the central message or lesson of this story?
- a. It is easy to trick your friends.
  - b. Don’t trust someone who is not your friend.
  - c. It’s better to have two strings of fish than to have just one.

Part B: Which of the following details from the story BEST supports your response to Part A:

- a. Fox tricks the Mohawk man.
- b. Fox is hungrier than Wolf.
- c. Fox and Wolf were not good friends.



**Mid-Unit 1 Assessment:**

**“Fox and Wolf” Selected Response and Short Answer Questions**

5. The first sentence of the story states, “Wolf was smart, but Fox was smarter.” Use two details from the story to support this description. Be sure to answer in complete sentences.

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6. Part A: Number the following events in the order in which they occurred.

\_\_\_\_\_ Wolf asks Fox if he will share his fish, but Fox says no.

\_\_\_\_\_ Fox sees a Mohawk man with two strings of fish.

\_\_\_\_\_ Winter comes.

\_\_\_\_\_ Fox tricks the Mohawk man and takes a string of fish.

\_\_\_\_\_ The Mohawk man captures Wolf, and Fox is able to take a string of fish.

\_\_\_\_\_ Fox tricks Wolf.

**Part B: Refer to your responses to the above questions and the text to explain: Why is Wolf an important part of this story? Use two details from the text to support your answer.**

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Mid-Unit 1 Assessment:

“Fox and Wolf” Selected Response and Short Answer Question  
(Answers, for Teacher Reference)

1. In the first paragraph, the author tells the reader that “Fox and Wolf were good *neighbors* but not good *friends*.” What is the author trying to tell the reader about the relationship between Fox and Wolf? (RL.3.4 – literal)
  - a. Fox and Wolf were very close friends.
  - b. Fox and Wolf spent time together.
  - c. Fox and Wolf got along with each other, but they were not close friends.**
  - d. Fox and Wolf were enemies.
  
2. In the second paragraph of the story it says, “One winter the cold moved in like an *enemy*.” The author uses the word “enemy” to show that: (RL.3.4 – non-literal)
  - a. The cold weather was dangerous for Fox and Wolf.**
  - b. It was snowing very hard.
  - c. There were no animals for Fox and Wolf to hunt.
  - d. Fox and Wolf would need to work together to survive the winter.
  
3. How does the illustration help you understand why it would be difficult for Fox and Wolf to find food once winter came? (RL.3.7)

**The picture shows snow covering the ground and the trees, which helps me understand how snow covered everything and why Fox and Wolf would have difficulty walking to their hunting grounds, and finding their usual food.**
  
4. Part A: What lesson can be learned from this story? (RL.3.2)
  - a. It is easy to trick your friends.
  - b. Don’t trust someone who is not your friend.**
  - c. It’s better to have two strings of fish than to have just one.



**Mid-Unit 1 Assessment:**

“Fox and Wolf” Selected Response and Short Answer Question  
(Answers, for Teacher Reference)

Part B: Which of the following details from the story BEST supports your response to Part A:  
(RL.3.1, RL.3.2)

- a. Fox tricks the Mohawk man.
- b. Fox is hungrier than Wolf.
- c. Fox and Wolf were not good friends.**

5. The first sentence of the story states, “Wolf was *smart*, but Fox was *smarter*.” Use two details from the story to support this description. Be sure to answer in complete sentences. (RL.3.1, RL.3.3)

**Fox is smarter than Wolf because Fox figures out a way to trick the Mohawk man out of the first string of fish, while Wolf still hasn’t been able to find any food. Then, Fox tricks Wolf into pretending he is hurt so he will be caught by the Mohawk man and Fox is able to steal a second string of fish.**

6. Part A: Number the following events in the order in which they occurred. (RL.3.3)

- (4)** Wolf asks Fox if he will share his fish, but Fox says no.
- (2)** Fox sees a Mohawk man with two strings of fish.
- (1)** Winter comes.
- (3)** Fox tricks the Mohawk man and takes a string of fish.
- (6)** The Mohawk man captures Wolf, and Fox is able to take a string of fish.
- (5)** Fox tricks Wolf.

Part B: Refer to your responses to the above questions and the text to explain: Why is Wolf an important part of this story? Use two details from the text to support your answer. (RL.3.1, RL.3.3)

**Wolf is important because Fox is able to trick Wolf into helping him get the second string of fish. When Wolf comes to Fox hungry and asking for some of Fox’s fish, Fox says “no” but tells Wolf how he can get his own string of fish. Wolf follows Fox’s advice and pretends to be injured, but the Mohawk man does not fall for the trick a second time and ties Wolf up, so Fox is able to steal the second string of fish.**



Tracking My Progress, Mid-Unit 1

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

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

Learning Target: I can explain how characters' actions contribute to the sequence of events that takes place in "Fox and Wolf."

1. The target in my own words is:

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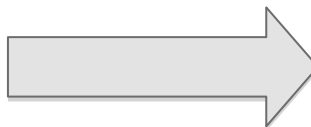
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2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:

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Tracking My Progress, Mid-Unit 1

Learning Target: I can determine the meaning of words and phrases from “Fox and Wolf.”

1. The target in my own words is:

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2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:

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Tracking My Progress, Mid-Unit 1

**Learning Target:** I can explain the lesson that is conveyed in “Fox and Wolf” by referring to key details from the story.

1. The target in my own words is:

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2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:

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EXPEDITIONARY  
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# **Grade 3: Module 3B: Unit 1: Lesson 6**

## **Describing The Wolf in Fables: “The Wolf and the Lean Dog,” Part 1**



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

I can determine the meaning of unknown words and phrases, choosing from a range of strategies. (L.3.4)  
I can use sentence-level context as a clue to the meaning of a word or phrase. (L.3.4a)  
I can determine the meaning of the new word formed when a known affix is added to a known word. (L.3.4b)  
I can read with sufficient accuracy and fluency to support comprehension. (RF.3.4)  
I can engage effectively in a range of collaborative discussions with diverse partners, building on others’ ideas and expressing my own clearly. (SL.3.1)

**Supporting Learning Targets**

- I can work with peers to review and justify my responses to the Mid-Unit 1 Assessment questions, then revise as necessary based on group discussions and evidence from the text.
- I can determine the meaning of words using context clues and known affixes.

**Ongoing Assessment**

- Fluency Self-Assessment (continued from Lesson 2 homework)
- Mid-Unit 1 Assessment revisions
- Vocabulary cards



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Reviewing Homework and Engaging the Reader (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Mid-Unit 1 Assessment: Review and Peer Discussion (25 minutes)</li> <li>B. Determining the Gist and the Meaning of Key Terms: “The Wolf and the Lean Dog” (25 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Debrief and Reviewing Learning Targets: Narrative Elements and Who Is the Wolf in Fiction? (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Reread “The Wolf and the Lean Dog” aloud; reassess fluency and refine goal.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• In this lesson, students discuss and justify their responses to the Mid-Unit 1 Assessment and then read for gist and determine the meaning of key terms from a new text, “The Wolf and the Lean Dog.”</li> <li>• In this lesson, students read to determine the gist and the meaning of key vocabulary from “The Wolf and the Lean Dog”; in Lesson 7 they will work more closely with the same text. These two lessons serve as gradual release, allowing adequate opportunity to model and have students share and refine their thinking in groups. In Lessons 8 and 9, students complete similar tasks more independently, with new fables.</li> <li>• In Work Time A, students review and discuss their responses to the Mid-Unit 1 Assessment (from Lesson 5), and then revise based on new understandings. This allows students to revisit and solidify their understandings from the first half of the unit, so they can build upon and extend their knowledge of how wolves are portrayed in traditional stories during the second half of the unit. Note that students will need a fresh clean copy of “Fox and Wolf” for this work.</li> <li>• In Work Time B, students determine the gist of a new fable, “The Wolf and the Lean Dog,” and then use context clues and the known affix “un-” to determine the meaning of key words from the story. Reading for gist and defining key terms prior to rereading and more deeply analyzing the text in Lesson 7 helps students get an initial sense of the story and gives them an opportunity provides an opportunity to figure out words important to understanding key ideas.</li> <li>• Outside of this lesson, be sure to find a time to conduct a quick fluency check-in with students (see Unit 1 Overview, Preparation and Materials for more details). This will help students refine their fluency goals (which they set during Lesson 2) based on their progress up to this point.</li> <li>• In advance:               <ul style="list-style-type: none"> <li>– Copy students’ un-scored Mid-Unit 1 Assessments, for distribution during Work Time A.</li> <li>– On the Narrative Elements anchor chart, add the following definition for “Fable” to the bottom (below the definition of “Folktale”): “A fable is a short story that is intended to teach a lesson.”</li> </ul> </li> </ul>



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"><li>– Review Back-to-Back, Face-to-Face and Thumb-O-Meter in Checking for Understanding Techniques (see Appendix).</li><li>– Punch holes in index cards (five per student), to save time during Work Time A vocabulary instruction.</li><li>• Post: Learning targets; Guiding Questions anchor chart; Who Is the Wolf in Fiction anchor chart; Narrative Elements anchor chart.</li></ul>

Lesson Vocabulary	Materials
master, review, justify, context, affixes, consensus; lean, fare, unpleasant, scrawny, unkind	<ul style="list-style-type: none"><li>• Narrative Elements anchor chart (from Lesson 4)</li><li>• Guiding Questions anchor chart (from Lesson 1)</li><li>• Completed Mid-Unit 1 Assessments (from Lesson 5; copies of students’ own un-scored assessments)</li><li>• “Fox and Wolf” (assessment text from Lesson 5; one new clean copy per student; see Teaching Note)</li><li>• Document camera</li><li>• Mid-Unit 1 Reflection task card (one per group and one to display)</li><li>• Mid-Unit 1 Assessment: “Fox and Wolf” Selected Response and Short Answer Questions (answers, for teacher reference; from Lesson 5)</li><li>• Journals (begun in Lesson 1)</li><li>• “The Wolf and the Lean Dog” (one per student)</li><li>• Index cards (five per student; with holes pre-punched in the upper left-hand corner of each card)</li><li>• Metal rings (from Lesson 2; students’ own)</li><li>• Who Is the Wolf in Fiction anchor chart (from Lesson 2)</li></ul>



Opening	Meeting Students’ Needs
<p><b>A. Reviewing Homework and Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students that for homework they were to self-assess fluency and read independently.</li><li>• Then, review the Back-to-Back, Face-to-Face protocol as needed and ask students to quickly find a partner.</li><li>• Once students are partnered, pose the following question for them to consider back-to-back and then turn face-to-face to discuss:<ul style="list-style-type: none"><li>* “What strategies have you used to master (or work toward mastery of) your fluency goal?” (if necessary, define <i>master</i> for students as: becoming skilled at something)</li></ul></li><li>• After 1 minute, invite a few pairs to share out ideas from their face-to-face discussions.</li><li>• Then, focus students’ attention on the <b>Narrative Elements anchor chart</b> and the definition for “Fable” (see Teaching Notes). Ask students to read the definition aloud with you: “A fable is a short story that is intended to teach a lesson.”</li><li>• Remind students that after reading the story <i>Lon Po Po</i>, they worked to determine the central lesson conveyed by the story. Explain that today students begin to read fables, which are another type of traditional story that people pass from one generation to the next in order to teach the listener, or reader, a lesson.</li><li>• Refocus students’ attention on the <b>Guiding Questions anchor chart</b> and invite volunteers to read the questions aloud:<ul style="list-style-type: none"><li>* “What lessons can be learned from traditional stories?”</li><li>* “Who is the wolf in fiction?”</li></ul></li><li>• Tell students they will continue to focus on these questions during the second half of this unit.</li></ul>	<ul style="list-style-type: none"><li>• Provide sentence starters or frames to support all students’ ability to share ideas during the Back-to-Back, Face-to-Face protocol.</li></ul>



Work Time	Meeting Students’ Needs
<p><b>A. Mid-Unit 1 Assessment: Review and Peer Discussion (25 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to join group members and then read the first learning target aloud with you: <ul style="list-style-type: none"> <li>* “I can work with peers to review and justify my responses to the Mid-Unit 1 assessment questions then revise as necessary based on group discussions and evidence from the text.”</li> </ul> </li> <li>• Point out the key terms in this target: <i>review</i> and <i>justify</i>. Invite students to discuss in groups what they think each term means.</li> <li>• After 1 minute, invite a few students to share their thinking aloud and listen for: <ul style="list-style-type: none"> <li>* “<i>Review</i> means to look over again, think about again, or revisit.”</li> <li>* “<i>Justify</i> means support or explain why.”</li> </ul> </li> <li>• If students are not able to articulate the meaning of these words, define for them.</li> <li>• Explain that students will have an opportunity to discuss their responses to the Mid-Unit 1 Assessment questions with peers and then revise their thinking as necessary based on group discussions and evidence (key details) they locate in the text to support their thinking. Tell students that revisiting understandings from the assessment allows them to refine their knowledge from the first half of the unit before building on it during the second half of the unit as they begin reading fables.</li> <li>• Distribute un-scored copies of students’ <b>completed Mid-Unit 1 Assessments</b> and clean copies of the assessment text “<b>Fox and Wolf.</b>”</li> <li>• Using a <b>document camera</b>, display and then distribute the <b>Mid-Unit 1 Reflection task card</b>.</li> <li>• Read the directions aloud and answer any clarifying questions. When students are ready, ask them to begin working.</li> <li>• Circulate throughout the room to offer guidance and probe student thinking by asking questions such as: <ul style="list-style-type: none"> <li>* “How did you arrive at this answer?”</li> <li>* “What evidence from the story makes you think this is the best response to that question?”</li> <li>* “What ideas did you hear from your peers that helped you to refine or revise your initial response?”</li> <li>* “How does revisiting your responses and the text and discussing your ideas with peers help you better understand the story or key ideas from the story?”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Allow students who struggle in larger groups to partner off with one member of their group to discuss assessment responses, then share out with their group of four.</li> <li>• Consider working with a small group of struggling readers to help them review and discuss their thinking about each question.</li> </ul>



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• After about 15 minutes, cold call groups to share their responses to each question with the class. Refer to the <b>Mid-Unit 1 Assessment: “Fox and Wolf” Selected Response and Short Answer Questions answers, for teacher reference</b>) as needed.</li> <li>• Collect students’ assessment copies to review in conjunction with original copies of their Mid-Unit 1 Assessments (from Lesson 5), to determine students’ ability to revisit and revise their thinking based on peer discussions and evidence from the text.</li> </ul>	
<p><b>B. Determining the Gist and the Meaning of Key Terms: “The Wolf and the Lean Dog” (25 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to take out their <b>journals</b>. Distribute the fable “<b>The Wolf and the Lean Dog</b>.” Orient students to the text by pointing out the bolded words and explain they are key terms students will work with after reading for gist, to help deepen their understanding of the text.</li> <li>• Tell students that the first read of this text will be aloud, so they should follow along silently and try to determine the gist of this story.</li> <li>• Begin with the title and end with the last, italicized sentence, “Take what you can get when you can get it.”</li> <li>• Invite students to talk within groups about what they think the gist of this fable is.</li> <li>• After 1 or 2 minutes, cold call a few groups to share their thinking aloud. Listen for suggestions like:             <ul style="list-style-type: none"> <li>– “The gist of this story is that the wolf made a mistake by letting the dog go because he couldn’t eat him later.”</li> <li>– “The dog is able to escape being eaten by the wolf,” etc.</li> </ul> </li> <li>• Ask students to turn to the next blank page in their journals to record the gist of this fable.</li> <li>• Ask students to read the second learning target aloud with you:             <ul style="list-style-type: none"> <li>* “I can determine the meaning of words, using context clues and known affixes.”</li> </ul> </li> <li>• Underline the key terms: <i>context</i> and <i>affixes</i>. Ask students what they know about these terms, and listen for suggestions like:             <ul style="list-style-type: none"> <li>– “Using <i>context</i> clues means to refer to other words and phrases in a sentence to help you figure out what an unknown word means.”</li> <li>– “<i>Affixes</i> are parts that are added to a word (root word) that change the word.”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Allow students who struggle with writing to draw a pictorial representation of the gist.</li> <li>• If you have not done so already, consider creating a Vocabulary Strategies anchor chart to record key terms and examples of how students use specific strategies to determine meaning, for ongoing student reference.</li> <li>• Encourage ELLs and struggling writers to draw pictorial representations of the meaning for each term prior to, or in place of, recording a definition.</li> <li>• For students who struggle with multistep directions, consider highlighting just one step at a time for them to complete.</li> </ul>



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Clarify and/or provide examples to help students understand the meaning of these terms as needed.</li><li>• Give each student five <b>index cards</b> and ask them to record each of the bolded words from the text onto its own index card: <i>lean, fare, unpleasant, scrawny, and unkind</i>.</li><li>• After students record each word onto a card, ask them to set the words “unpleasant” and “unkind” aside and focus on the words “lean,” “fare,” and “scrawny.”</li><li>• Tell students they will use context clues to determine and record the meaning of each of these terms, then refresh students’ memory of how to use sentence-level context clues to determine the meaning of by modeling the process with the word “lean.”</li><li>• Read the second sentence of the fable aloud, emphasizing the words, “lean” and “bony”: “It happened to be a very <i>lean</i> and <i>bony</i> Dog, and Master Wolf would have turned up his nose at such meager fare had he not been more hungry than usual.”</li><li>• Ask students what they think “bony” means. Listen for: “You can see the dog’s bones,” or similar ideas.</li><li>• Ask students what it means to turn up one’s nose at something. Listen for ideas like: “It means to not want it,” “to think it’s not good enough for you,” etc. Then ask:<ul style="list-style-type: none"><li>* “So what do these context clues make you think ‘lean’ might mean?”</li></ul></li><li>• Listen for: “Thin,” “ribs showing,” “doesn’t have any fat,” etc. Affirm or clarify students’ thinking, then ask them to record a definition on the backside of the index card for “lean.”</li><li>• Tell students they will now work with group members to determine the meaning of the words “fare” and “scrawny” using context clues and then add their definitions to the back of the cards.</li><li>• After 3 or 4 minutes, invite few students to share a definition for each word and explain how they used context clues to determine meaning. Listen for:<ul style="list-style-type: none"><li>– “<i>Fare</i> means food; I figured this out because the sentence says he was ‘more hungry than usual’ which made me think fare is a way of saying food.”</li><li>– “<i>Scrawny</i> means skinny; I figured this out because the sentence says the wolf wanted a ‘fine fat Dog instead of the scrawny object before him.’”</li></ul></li></ul>	



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Give students a brief moment to revise their definitions as needed based on group discussions.</li><li>• Then, ask students to set aside the three complete cards and focus on the cards with the terms “unpleasant” and “unkind.”</li><li>• Ask students to underline the affix “un-” in each word, and then circle the root words “pleasant” and “kind.”</li><li>• Ask students what “un-” means and listen for “not” (if students are not familiar with the meaning of “un-,” define for them). Ask students to write the word “not” above “un-” in each word. Then, ask students to think about and discuss in groups what “pleasant” means.</li><li>• After 1 minute, invite a few students to share out. Listen for: “Pleasant means nice,” or similar ideas. Then ask:<ul style="list-style-type: none"><li>* “So if ‘un-’ means ‘not’ and ‘pleasant’ means ‘nice,’ what does ‘unpleasant’ mean?”</li></ul></li><li>• Listen for students to say: “Not nice.” Direct students to record a definition for “unpleasant” on the back of the appropriate index card.</li><li>• Then, tell students to work in groups using this same process to determine the meaning of the word “unkind” and write the definition on the back of the card.</li><li>• Then ask:<ul style="list-style-type: none"><li>* “What do you notice about the definitions for ‘unpleasant’ and ‘unkind’?”</li></ul>Listen for students to notice that unpleasant and unkind have similar meanings, so they are considered “synonyms.”</li><li>• Ask students to quickly add each new Vocabulary card to their <b>metal rings</b>.</li></ul>	



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Debrief and Reviewing Learning Targets: Narrative Elements and Who Is the Wolf in Fiction? (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Focus students’ attention on the Narrative Elements anchor chart and briefly review the information added to the chart during Lessons 4 and 5.</li></ul> <p>Ask students to refer to the fable “The Wolf and the Lean Dog” as well as their gist statements and Vocabulary cards to discuss with nearby peers: “What did we read today that could be added to the columns on our chart?”</p> <ul style="list-style-type: none"><li>• After 2 or 3 minutes, invite students to share their ideas whole class. Add students’ ideas to the appropriate columns of the anchor chart, listening for suggestions like:<ul style="list-style-type: none"><li>– “The setting is a village, in the master’s yard.”</li><li>– “The characters are the wolf and the lean dog (the master and the porter).”</li><li>– “The wolf’s motivation was to eat the dog once he got fatter; the dog’s motivation was to escape being eaten by the wolf.”</li><li>– “Events are that the wolf tries to eat the lean dog, but the dog convinces him not to eat such a scrawny dog; he tells the wolf to wait until he is fatter. The wolf returns to eat the dog once he has gotten fatter, but the dog scares the wolf away with the porter (a huge dog).”</li><li>– “The wolf did not get to eat the dog because he waited for the dog to get fat but by then the dog was safe, protected by the porter,” etc.</li></ul></li><li>• Then, focus students’ attention on the <b>Who Is the Wolf in Fiction anchor chart</b> and ask them to discuss with nearby partners: “Based on your first read of this fable, how would you describe the wolf in this story? Why?”</li><li>• After 1 or 2 minutes, invite a few students to share their thinking aloud and record their ideas onto the chart.</li><li>• Ask students to read each of the learning targets aloud, pausing between to use a Thumb-O-Meter to demonstrate their level of mastery toward each target.</li></ul>	<ul style="list-style-type: none"><li>• Provide sentence starters and frames as needed, so all students can share their thinking during the debrief.</li></ul>



Homework	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Reread “The Wolf and the Lean Dog” once aloud.</li><li>• Reread “The Wolf and the Lean Dog” aloud a second time to self-assess fluency and refine or revise your goal as needed (for example, if you feel you are at a level 3 or 4 in your goal area, choose another criteria to focus on).</li></ul>	<ul style="list-style-type: none"><li>• Provide an audio version of “The Wolf and the Lean Dog” for struggling readers to practice reading aloud with.</li><li>• Allow students who struggle with writing to dictate their T-chart responses to someone at home to scribe for them.</li></ul>



EXPEDITIONARY  
LEARNING

# Grade 3: Module 3B: Unit 1: Lesson 6

## Supporting Materials



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**Mid-Unit 1 Reflection Task Card**

1. With group members, whisper read “Fox and Wolf.”
2. With group members, read aloud Question 1 on the mid-unit assessment. Then, restate the question in your own words.
3. In your group, take turns sharing out your responses and explaining what evidence from the story supports your answer.
4. If group members have different responses, discuss. Refer to evidence from the text, and reach a consensus.
5. As time allows, discuss your group’s response with another nearby group, to share thinking and reach consensus.
6. Repeat Steps 1–5 for each question on the assessment.



“The Wolf and the Lean Dog”

A Wolf prowling near a village one evening met a Dog. It happened to be a very **lean** and bony Dog, and Master Wolf would have turned up his nose at such meager **fare** had he not been more hungry than usual. So he began to edge toward the Dog, while the Dog backed away.

“Let me remind your lordship,” said the Dog, his words interrupted now and then as he dodged a snap of the Wolf’s teeth, “how **unpleasant** it would be to eat me now. Look at my ribs. I am nothing but skin and bone. But let me tell you something in private. In a few days my master will give a wedding feast for his only daughter. You can guess how fine and fat I will grow on the scraps from the table. *Then* is the time to eat me.”

The Wolf could not help thinking how nice it would be to have a fine fat Dog to eat instead of the **scrawny** object before him. So he went away pulling in his belt and promising to return.

Some days later the Wolf came back for the promised feast. He found the Dog in his master’s yard, and asked him to come out and be eaten.

“Sir,” said the Dog, with a grin, “I shall be delighted to have you eat me. I’ll be out as soon as the porter opens the door.”

But the “porter” was a huge Dog whom the Wolf knew by painful experience to be very **unkind** toward wolves. So he decided not to wait and made off as fast as his legs could carry him.

*Take what you can get when you can get it.*



EXPEDITIONARY  
LEARNING

# **Grade 3: Module 3B: Unit 1: Lesson 7**

## **Describing The Wolf in Fables: “The Wolf and the Lean Dog,” Part 2**



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

I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3)

I can write opinion pieces, supporting a point of view with reasons. (W.3.1)

I can read with sufficient accuracy and fluency to support comprehension. (RF.3.4)

**Supporting Learning Targets**

- I can describe the characters in “The Wolf and the Lean Dog” and explain how their actions contribute to the sequence of events.
- I can express an opinion about the wolf in this fable and support my opinion with reasons.

**Ongoing Assessment**

- Fluency Self-Assessment (continued from Lesson 2 homework)
- Vocabulary cards
- Character Analysis Chart and Text-Dependent Questions: “The Wolf and the Lean Dog”



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Reviewing Homework and Engaging the Reader (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Describing Characters (25 minutes)</li><li>B. Expressing an Opinion (25 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Debrief and Reviewing Learning Targets: Narrative Elements and Who Is the Wolf in Fiction? (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Reread “The Wolf and the Lean Dog” aloud; reread “The Wolf and the Lean Dog” once more aloud to reassess fluency and refine goal; complete Character T-chart.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students review the story “The Wolf and the Lean Dog” (from Lesson 6) and then respond to questions about the story. They continue to build on their understandings from the first half of the unit by completing a Character Analysis chart and text-dependent questions, which helps them analyze the characters and their actions and then form an opinion about the wolf in the story. Students also continue to practice fluent reading skills to help build comprehension and prepare for the End of Unit 1 Assessment, Part 2 (in Lesson 11).</li><li>• In Work Time A, students participate in a whole group model and think-aloud to become oriented to the new Character chart and text-dependent questions, which will enhance their understanding of the fable “The Wolf and the Lean Dog.”</li><li>• In Work Time B, students take part in a shared writing experience during which the class will develop an opinion about the wolf in the fable, support their thinking with reasons and a concluding statement, and use linking words to connect ideas. Shared writing allows students to focus on the content of their writing rather than concerning themselves with structure and conventions. In later lessons, students will be expected to complete this work more independently, so it is important to provide a strong foundational model for them in this lesson.</li><li>• Be sure to score and return students’ mid-unit assessments before Lesson 8.</li><li>• In advance: Review Milling to Music and Fist to Five in Checking for Understanding Techniques (see Appendix).</li><li>• Post: Learning targets; Guiding Questions anchor chart; Who Is the Wolf in Fiction anchor chart; and Narrative Elements anchor chart.</li></ul>



Lesson Vocabulary	Materials
express, opinion, fable, support, reasons, lean, fare, unpleasant, scrawny, unkind	<ul style="list-style-type: none"><li>• Guiding Questions anchor chart (from Lesson 1)</li><li>• Journals (begun in Lesson 1)</li><li>• “The Wolf and the Lean Dog” (one per student; from Lesson 6)</li><li>• Document camera</li><li>• Character Analysis Chart and Text-Dependent Questions: “The Wolf and the Lean Dog” (one per student)</li><li>• Character Analysis Chart and Text-Dependent Questions: “The Wolf and the Lean Dog” (answers, for teacher reference)</li><li>• Opinion Writing anchor chart (new; teacher created)</li><li>• White boards (one per group)</li><li>• White board markers (one per group)</li><li>• Blank sheet of chart paper (one for display)</li><li>• Who Is the Wolf in Fiction anchor chart (from Lesson 2)</li><li>• Narrative Elements anchor chart (from Lesson 4)</li><li>• Tape, glue, or staples (enough for all students)</li><li>• Character T-Chart: “The Wolf and the Lean Dog” (one per student)</li></ul>



Opening	Meeting Students’ Needs
<p><b>A. Reviewing Homework and Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students that for homework they were to self-assess fluency.</li><li>• Then, review Milling to Music as needed and ask students to mill to find a partner.</li><li>• Once students are partnered, pose the following question for them to consider then discuss:<ul style="list-style-type: none"><li>* “What strategies have you used to master (or work toward mastery of) your fluency goal?”</li></ul></li><li>• After 2 or 3 minutes, invite a few pairs to share out ideas from their discussions.</li><li>• Direct students’ attention to the posted <b>Guiding Questions anchor chart</b>. Invite two volunteers to read the guiding questions aloud:<ul style="list-style-type: none"><li>* “What lessons can be learned from traditional stories?”</li><li>* “Who is the wolf in fiction?”</li></ul></li><li>• Tell students they will continue to focus on these questions as they reread and respond to questions about the fable “The Wolf and the Lean Dog” during today’s lesson.</li></ul>	<ul style="list-style-type: none"><li>• Provide sentence starters or frames to support all students’ ability to share ideas during Milling to Music.</li></ul>



Work Time	Meeting Students’ Needs
<p><b>A. Describing Characters (25 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to take out their <b>journals</b> and copies of the fable “<b>The Wolf and the Lean Dog</b>” and join their groups.</li> <li>• Invite a few students to remind the class of the gist of “The Wolf and the Lean Dog” (from Lesson 6), to help ground them in the story once again.</li> <li>• Then, ask students to read the first learning target aloud with you: <ul style="list-style-type: none"> <li>* “I can describe the characters in ‘The Wolf and the Lean Dog’ and explain how their actions contribute to the sequence of events.”</li> </ul> </li> <li>• Point out that this target is similar to ones from previous lessons and ask students to discuss in groups: “What is the first thing you think you will be doing, during this part of Work Time?”</li> <li>• After 1 minute, invite a few students to share out their thinking with the class.</li> <li>• Next, using a <b>document camera</b>, display and then distribute the <b>Character Analysis Chart and Text-Dependent Questions: “The Wolf and the Lean Dog.”</b></li> <li>• Read the directions aloud, then orient students to each column and row of the chart and how each relates to the directions, starting with “Motivations.” Remind students that they discussed “motivations” with the folktale <i>Lon Po Po</i>. Ask: <ul style="list-style-type: none"> <li>* “In <i>Lon Po Po</i>, what was the wolf’s motivation? What did the wolf want?”</li> <li>* “How did what he said, thought, and felt help us determine his motivation, or what he wanted?”</li> </ul> </li> <li>• After 1 minute, invite a few students to share out and listen for suggestions like: <ul style="list-style-type: none"> <li>– “The wolf wanted to eat the children first, but then he changed his mind and wanted the Gingko nuts instead.”</li> <li>– “We knew he wanted to eat the children because he disguised himself as their Po Po to get into the house after the mother left and he used words like plump, juicy, and chicks in a coop to describe the children.”</li> <li>– “We knew he wanted the Gingko nuts because his mouth watered when Shang described them, and he got into the basket even after he had been dropped because he wanted them so badly.”</li> </ul> </li> <li>• Continue by reading Step 2 and the Actions column, then reading Step 3 and pausing to emphasize that it’s what characters say, think, feel, and do that helps us understand what their motivations are, or what they want.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow students who struggle with articulating their thinking aloud, to act out what they think they will be doing during Work Time A.</li> <li>• Consider providing partially completed Character Analysis charts to students who have difficulty with writing and/or articulating ideas whole group.</li> </ul>



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Then, focus on Step 4 and the Traits column. Ask students to recall from the first half of the unit that as they closely read <i>Lon Po Po</i>, they often analyzed the characters’ traits, to better understand the character and how “who” the character is (his/her personality) helps to convey a lesson to the reader. Ask students: “How would you describe traits of the wolf and Shang from <i>Lon Po Po</i>?”</li><li>• Give students 2 minutes to confer in groups, then invite a few groups to share their thinking with the class. Listen for:<ul style="list-style-type: none"><li>– “Traits that describe the wolf’s personality are cunning, liar, sneaky, frightening,” etc.</li><li>– “Traits that describe Shang’s personality are clever, smart, protective,” etc.</li></ul></li><li>• Then, point out Step 5 and the “Result” boxes. Clarify elements of the character chart as needed.</li><li>• Read the bolded text at the bottom of the directions aloud, explaining that after students reread the fable and complete the chart, they will respond to text-dependent questions to help them synthesize key details from the story.</li><li>• Explain that because this is the first time students have worked with this chart, the class will work together to fill it in during this lesson, but in following lessons students will be expected to complete this work more independently. Therefore, it will be important for them to pay close attention, participate in discussions, and ask clarifying questions as needed.</li><li>• Begin leading students through the process for completing the chart by reading the first sentence of “The Wolf and the Lean Dog” aloud and asking: “Are there any details from this first sentence we could add to either of the first two columns of our chart?”</li><li>• Give students a brief moment to discuss their thinking in groups, then cold call a few students to share out. Listen for: “We could add ‘prowling near a village’ and ‘met a dog’ to the Actions space for the wolf.” Record students’ ideas on the displayed chart and ask them to add these details to their own charts.</li><li>• Continue by reading the rest of the first paragraph aloud, then pause to ask again: “Are there any details from the remainder of this first paragraph that we could add to our chart?”</li><li>• Give students 2 or 3 minutes to discuss their ideas, then cold call members from a variety of groups to share their thinking whole class. Add students’ ideas to the displayed chart and ask them to add the same details to their own charts. Refer to the <b>Character Analysis Chart and Text-Dependent Questions: “The Wolf and the Lean Dog” (answers, for teacher reference)</b> as needed. Point out any details students miss, and then add them to the chart.</li><li>• Continue this same process by reading the second paragraph aloud. Pause to point out that this paragraph is full of “dialogue,” or what the dog is saying to the wolf. Demonstrate how to both paraphrase what dog says and record short but relevant quotes from the second paragraph onto the displayed chart (see answers, for teacher reference for suggestions).</li></ul>	



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Ask students to whisper read the third paragraph with group members and discuss any details they notice that could be added to the chart.</li><li>• After 3 or 4 minutes, cold call a few students to share their thinking whole class. Record students’ ideas on the displayed chart and ask students to do the same, until they have read and recorded details for each paragraph of the fable. Pause students at the end of the last paragraph, “... his legs could carry him.”</li><li>• Ask students to review the story and the details recorded on their charts and discuss in groups:<ul style="list-style-type: none"><li>* “What happened to the wolf?”</li><li>* “What happened to the lean dog?”</li></ul></li><li>• After 2 minutes, cold call a few groups to share their thinking aloud (see answers, for teacher reference) and record students’ thinking into the “Result” box for each character. Once again, ask students to record the same ideas on their own charts.</li><li>• Then, point out the italicized text at the bottom of the story and explain that this is the lesson the story is trying to convey: <i>Take what you can get when you can get it.</i></li><li>• Ask students to think about and discuss in groups:<ul style="list-style-type: none"><li>* “How do the actions of the wolf character in this story help the reader understand this lesson?”</li></ul></li><li>• After 1–2 minutes, invite a few students to share their thinking whole group. Listen for: “The wolf did not eat the dog right away; instead, he waited for the dog to get fat. But then the dog was safe and protected by the porter, so the wolf did not get to eat anything at all. The wolf helps the reader understand this lesson because he did not eat what he could when it was available and ended up going hungry,” or similar suggestions.</li><li>• Reread the bolded text at the bottom of the directions and then ask students to read the first three text-dependent questions aloud. Tell students they will complete the fourth question whole class, after answering the first three questions.</li><li>• Answer any clarifying questions as needed, then ask students to refer to details from their charts and the story to determine and record an answer to each question. Circulate to offer guidance and support and/or model as needed.</li><li>• After 10 minutes, invite students from each group to share out their responses (see answers, for teacher reference for guidance).</li><li>• Tell students they will work together to answer the fourth text-dependent question in Work Time B.</li></ul>	



Work Time (continued)	Meeting Students’ Needs
<p><b>B. Expressing an Opinion (25 minutes)</b></p> <ul style="list-style-type: none"> <li>Focus students on and read the fourth text-dependent question aloud. Then, direct students’ attention to and read aloud the second learning target:           <ul style="list-style-type: none"> <li>* “I can express an opinion about the wolf in this fable and support my opinion with reasons.”</li> </ul> </li> <li>Underline the words <i>opinion</i>, <i>support</i>, and <i>reasons</i>. Tell students that an “opinion” is a personal point of view, or belief about something. Emphasize that people do not always have the same “opinion” about a topic, so they explain their point of view to others by supporting (backing up; justifying) their opinion with “reasons” that explain why they believe the opinion.</li> <li>Tell students that this fourth question is asking them to share an opinion about the “best” word to describe the wolf in the story, and to explain why they think the word they choose is the best word to describe the wolf. Reiterate that not everyone will agree, which is why it is considered an “opinion.”</li> <li>Then, focus students’ attention on the new <b>Opinion Writing anchor chart</b>. Read the focus question at the top of the chart aloud and point out that it is like Question 4. Then read each line of the chart, 1–4, and the Linking Words Bank. Take a moment to refresh students’ memories about what “linking words” are by explaining they are words that writers use to connect ideas, and in this case students will use linking words to connect their opinion, reasons, and conclusion.</li> <li>Tell students that today, they will participate in a shared writing experience to develop an opinion paragraph that shares an opinion about the wolf in “The Wolf and the Lean Dog” that is supported by reasons and a concluding statement, and includes linking words that connect the ideas.</li> <li>Then, distribute <b>white boards</b> and a <b>white board marker</b> to each group.</li> <li>Explain to students that during the shared writing experience, each group will record their thinking onto their white board, then share out for you to synthesize onto a large sheet of <b>blank chart paper</b>. Direct students to quickly determine if group members will take turns recording ideas on the white board or if they will choose one or more students as scribes to record the group’s ideas.</li> <li>When students are ready, ask:           <ul style="list-style-type: none"> <li>* “What do you think is the best word to describe the wolf in this fable?”</li> </ul> </li> <li>Give students 2 minutes to discuss and record the word they think best describes the wolf onto their white boards, then hold them up for all students to see. If group members are not able to reach consensus, tell them they may record more than one word.</li> </ul>	<ul style="list-style-type: none"> <li>When introducing the Opinion Writing anchor chart, draw pictorial representation above key (capitalized) words on the chart (e.g., a key above “Key Terms”; a question mark above “Why”; an exclamation point above “Concluding Statement”; and a chain link above “Linking Words”).</li> </ul>



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• When students hold up their boards, point out how different groups recorded different words to describe the wolf, then reinforce the idea that an opinion is a personal point of view and not everyone will agree.</li><li>• Choose the most popular word students recorded onto their white boards and model how to use key terms from the focus question to write an opinion statement, something like: “The best word to describe the wolf in this story is ...”</li><li>• Go on to ask students to discuss and record at least two reasons (based on key details from the story) that they believe this is the best word to describe the wolf onto their white boards.</li><li>• After 5 minutes, ask students to hold up their white boards and show the reasons they recorded. If necessary, model how to identify key details from the story that support the opinion.</li><li>• Synthesize students’ thinking to record two complete sentences that provide reasons in support of the class opinion on the chart paper. Be sure to use and point out “linking words” you include (such as “For one ...,” “The first reason ...,” “I think this is the best word to describe the wolf because ...,” etc.).</li><li>• Then, ask students to consider, discuss, and record a concluding statement that is a new way to restate the opinion onto their white boards.</li><li>• After 4 or 5 minutes, invite students to show their white board ideas and synthesize students’ thinking to add a concluding statement (that starts with a linking phrase such as, “In conclusion ...,” “Therefore, ...”) to the opinion paragraph.</li><li>• Invite students to read the complete paragraph aloud with you. Model how to revise as needed, to improve the flow of the piece and/or add linking words that will better connect ideas.</li><li>• Praise students for working collaboratively with peers to complete their character charts, respond to text-dependent questions that helped them synthesize key ideas, develop, and support an opinion about the wolf from today’s fable based on key details from the text.</li></ul>	



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Debrief and Reviewing Learning Targets: Narrative Elements and Who Is the Wolf in Fiction? (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Focus students’ attention on the <b>Narrative Elements anchor chart</b> and briefly review the information added to the chart during previous lessons.</li><li>• Ask students to refer to their text-dependent questions and responses, as well as the fable “The Wolf and the Lean Dog,” to discuss with nearby peers: “After rereading the story of ‘The Wolf and the Lean Dog’ today, what could we add to the columns on our chart?”</li><li>• After 2 or 3 minutes, invite students to share their ideas whole class. Add additional ideas to appropriate columns of the Narrative Elements anchor chart.</li><li>• Then, focus students on the <b>Who Is the Wolf in Fiction anchor chart</b> and ask them to discuss with nearby partners: “After rereading this fable, how would you describe the wolf? Why?”</li><li>• After 1 or 2 minutes, invite a few students to share their thinking aloud and record their ideas onto the chart.</li><li>• Ask students to <b>tape, glue, or staple</b> their completed Character chart and text-dependent questions onto the next blank page in their journals.</li><li>• Ask students to read each of the learning targets aloud, pausing between to use Fist to Five to demonstrate their level of mastery toward each target.</li><li>• Then, distribute the <b>Character T-chart: “The Wolf and the Lean Dog.”</b> Read through the directions and provide clarification (or model) as needed.</li></ul>	<ul style="list-style-type: none"><li>• Provide sentence starters and frames as needed, so all students can share their thinking during the debrief.</li></ul>
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Reread “The Wolf and the Lean Dog” aloud twice. Self-assess fluency after the second read.</li><li>• Complete the Character T-chart: “The Wolf and the Lean Dog.”</li></ul>	<ul style="list-style-type: none"><li>• Provide an audio version of “The Wolf and the Lean Dog” for struggling readers to practice reading aloud with.</li><li>• Allow students who struggle with writing to dictate their T-chart responses to someone at home to scribe for them.</li></ul>



EXPEDITIONARY  
LEARNING

# Grade 3: Module 3B: Unit 1: Lesson 7

## Supporting Materials



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Character Analysis Chart and Text-Dependent Questions:  
“The Wolf and the Lean Dog”

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

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

**Directions:**

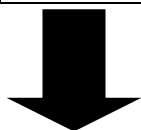
For each character:

1. Make sure there are at least three details from the story in the “Motivation” column that describe what the character says, thinks, and feels.
2. Make sure there are at least three details from the story in the “Actions” column that describe what the character does.
3. Look carefully at the details you recorded; then, in a few words, explain what you think the character “Wants.”
4. Based on what the character says, thinks, feels, wants, and does, add at least add idea about the character’s “Traits” in the third column.
5. What happens to the character as a result of his/her motivations, actions, and traits? Record your thinking in the “Result” box.

**When you have finished analyzing all the characters, look back to the text and your chart to help you answer the text-dependent questions.**



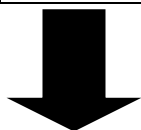
Character	MOTIVATION: What does the character want? (what the character says, thinks, feels)	ACTIONS: What does the character do?	TRAITS: What is the character like?
Wolf	<p>SAYS/THINKS/FEELS:</p> <p>WANTS:</p>		



## Result



Character	MOTIVATION: What does the character want? (what the character says, thinks, feels)	ACTIONS: What does the character do?	TRAITS: What is the character like?
Dog	<p>SAYS/THINKS/FEELS:</p> <p>WANTS:</p>		



## Result



Character Analysis Chart and Text-Dependent Questions:  
“The Wolf and the Lean Dog”

**Lesson:** Take what you can get when you can get it.

1. Why did the wolf want to eat a **lean** dog?

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2. Why does the wolf agree to let the dog go? Support your thinking with at least two details from the story.

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3. Based on details from the story, explain in your own words why the wolf is not able to eat the dog when he returns for the promised feast.

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4. FOCUS QUESTION: What word best describes the wolf in this story? Why?

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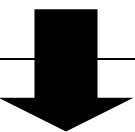


Character Analysis Chart and Text-Dependent Questions:

“The Wolf and the Lean Dog”  
(Answers, for Teacher Reference)

“The Wolf and the Lean Dog”

Character	MOTIVATION: What does the character want? (what the character says, thinks, feels)	ACTIONS: What does the character do?	TRAITS: What is the character like?
Wolf	<p><b>SAYS/THINKS/FEELS:</b></p> <ul style="list-style-type: none"><li>– Thinks how nice it will be to have a fat dog to eat instead of a <i>scrawny</i> one</li><li>– Promises to return</li><li>– Asks the dog to come out and be eaten</li><li>– Knows the “porter” is <i>unkind</i> toward wolves</li></ul> <p><b>WANTS:</b></p> <p>To eat the dog once he gets fatter</p> <p>To stay away from the “porter”</p>	<ul style="list-style-type: none"><li>– Prowls near a village; met a dog</li><li>– Edged toward dog</li><li>– Goes away</li><li>– Comes back a few days later</li></ul> <p>Decides not to wait for dog, runs as fast as he can</p>	<p>Foolish</p> <p>Unwise</p> <p>Trusting</p>



Result
Continues to go hungry; doesn't get to eat the dog

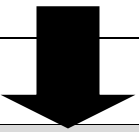


Character Analysis Chart and Text-Dependent Questions:

“The Wolf and the Lean Dog”  
(Answers, for Teacher Reference)

“The Wolf and the Lean Dog”

Character	MOTIVATION: What does the character want? (what the character says, thinks, feels)	ACTIONS: What does the character do?	TRAITS: What is the character like?
Dog	<p><b>SAYS/THINKS/FEELS:</b></p> <ul style="list-style-type: none"><li>– Tells the wolf it would be <i>unpleasant</i> to eat him: “I am nothing but skin and bone.”</li><li>– Tells wolf his master will give a feast and he will get fat on the scraps</li><li>– Tells wolf he’ll be happy to let him eat him as soon as the “porter” opens the door</li></ul> <p><b>WANTS:</b> To escape being eaten by the wolf.</p>	<ul style="list-style-type: none"><li>– Backed away from wolf</li><li>– Dodges a snap of the wolf’s teeth</li></ul>	<p>Clever Cunning Tricky Smart</p>



Result
Doesn’t get eaten by the wolf; escapes being eaten by the wolf.



Character Analysis Chart and Text-Dependent Questions:

“The Wolf and the Lean Dog”  
(Answers, for Teacher Reference)

**Lesson:** *Take what you can get when you can get it.*

1. Why did the wolf want to eat a **lean** dog?

**The wolf wanted to eat the lean dog because he was more hungry than usual.**

2. Why does the wolf agree to let the dog go? Support your thinking with at least two details from the story.

**The wolf lets the dog go because he wants to eat the dog after he gets fatter. The dog tells the wolf that it would be unpleasant to eat him because he is skin and bones. The dog also tells the wolf that he will get fat on scraps in a few days so that’s when the wolf should come back to eat him.**

3. Based on details from the story, explain in your own words why the wolf is not able to eat the dog when he returns for the promised feast.

**The wolf isn’t able to eat the dog because the dog says he will let the “porter” (a huge dog) out and the wolf knows he’ll be hurt by the porter, so he runs away.**

4. FOCUS QUESTION: What word would best describe the wolf in this story? Why?

**(sample frame for teacher reference to use during shared writing)**

**The best word to describe the wolf in “The Wolf and the Lean Dog” is \_\_\_\_\_. One reason this is the best word to describe the wolf is \_\_\_\_\_. The wolf in this story also \_\_\_\_\_. Therefore, I think \_\_\_\_\_ is a perfect word to describe the wolf in this story.**



**Opinion Writing Anchor Chart**  
(Example, for Teacher Reference)

**Opinion Writing Anchor Chart**

Focus Question: *What word best describes the wolf in this story? Why?*

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1. Use KEY TERMS from the focus question in your opinion statement.

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2. Explain the reasons WHY you believe the opinion.

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3. Provide a CONCLUDING STATEMENT that restates the opinion in a different way.

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4. Make sure to use LINKING WORDS to connect your ideas.

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**Linking Words Bank**

In my opinion... I think that... because... One reason... also...

For example... Therefore, I believe that... In conclusion... To sum up...



**Character T-Chart:**  
“The Wolf and the Lean Dog”

**Directions:** After rereading “The Wolf and the Lean Dog,” complete the Character T-chart by listing at least two of the wolf’s “traits.” Then, think about how you would describe your own “traits” and list at least two on the right side of the chart (refer to the “Traits Word Bank” for help). After completing the chart, answer the question below.

<b>Wolf</b> “The Wolf and the Lean Dog”	<b>Me</b>
Traits	Traits

TRAITS WORD BANK			
Foolish	Trustworthy	Hard-Working	Active
Active	Generous	Independent	Silly
Loyal	Honest	Quiet	Clumsy
Busy			

Describe at least one way you and the wolf from the story are the same OR different, based on the traits you listed on the T-chart.

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EXPEDITIONARY  
LEARNING

# **Grade 3: Module 3B: Unit 1: Lesson 8**

## **Describing The Wolf in Fables: “The Wolf in Sheep’s Clothing”**



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

I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3)  
I can determine the meaning of unknown words and phrases, choosing from a range of strategies. (L.3.4)  
I can use sentence-level context as a clue to the meaning of a word or phrase. (L.3.4a)  
I can use a known root word as a clue to the meaning of an unknown word with the same root. (L.3.4c)  
I can use glossaries to determine or clarify the precise meaning of key words and phrases. (L.3.4d)  
I can write opinion pieces, supporting a point of view with reasons. (W.3.1)  
I can read with sufficient accuracy and fluency to support comprehension. (RF.3.4)

**Supporting Learning Targets**

- I can determine the meaning of unknown words using context clues, known root words, and a glossary.
- I can describe the characters in “The Wolf in Sheep’s Clothing” and explain how their actions contribute to the sequence of events.
- I can express an opinion about the wolf in this fable and support my opinion with reasons.

**Ongoing Assessment**

- Fluency Self-Assessment (continued from Lesson 2 homework)
- Character T-chart (from homework)
- Character Analysis Chart and Text-Dependent Questions: “The Wolf in Sheep’s Clothing”
- Vocabulary cards



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Reviewing Homework and Engaging the Reader (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Determining the Gist and the Meaning of Key Terms: “The Wolf in Sheep’s Clothing” (20 minutes)</li><li>B. Describing Characters and Forming an Opinion (30 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Debrief and Reviewing Learning Targets: Narrative Elements and Who Is the Wolf in Fiction? (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Reread “The Wolf in Sheep’s Clothing” and self-assess fluency; complete Character T-chart: “The Wolf and the Shepherd.”</li></ol></li></ol>	<ul style="list-style-type: none"><li>• This lesson follows a pattern similar to Lessons 6 and 7. However, in this lesson students are expected to work more independently as they collaborate with group members to read a new fable, “The Wolf in Sheep’s Clothing,” from page 22 of <i>Aesop’s Fables</i> by Jerry Pinkney. Students analyze the characters and answer text-dependent questions to further their understanding of how the wolf is portrayed in fiction and how traditional stories like fables convey a lesson.</li><li>• Students also write a short opinion paragraph to answer the questions: “What word best describes the wolf in this story? Why?” Continue to reinforce to students that opinions must be supported by reasons and evidence from the story.</li><li>• Once again, determining the gist and the meaning of key terms is combined in Work Time A. In this lesson, students continue to practice using sentence-level context clues to determine the meaning of key terms, but they are also asked to use their knowledge of familiar root words and a glossary to help them clarify meaning.</li><li>• Be sure to find time outside this lesson to meet with students one-on-one before Lesson 9, to help them reflect upon and determine strategies to meet fluency goals they have been working toward in this unit. Students will be assessed on fluency skills during the End of Unit 1 Assessment, Part 2 (in Lesson 10).</li><li>• In advance:<ul style="list-style-type: none"><li>– Review Milling to Music protocol and Fist to Five in Checking for Understanding Techniques (see Appendix).</li><li>– Punch holes in index cards (five per student), to save time during Work Time A vocabulary instruction.</li></ul></li><li>• Post: Learning targets; Guiding Questions, anchor chart; Opinion Writing anchor chart and sample opinion paragraph; Narrative Elements anchor chart; and Who Is the Wolf in Fiction anchor chart.</li></ul>



Lesson Vocabulary	Materials
context, root words, glossary, opinion, support, reasons, stalking, devised, fold, amiss, seized	<ul style="list-style-type: none"><li>• Guiding Questions anchor chart (from Lesson 1)</li><li>• Journals (begun in Lesson 1)</li><li>• <i>Aesop’s Fables</i> (book; one per student)</li><li>• Index cards (five per student, with holes pre-punched)</li><li>• Document camera</li><li>• Glossary: “The Wolf in Sheep’s Clothing” (one per student)</li><li>• Metal rings (students’ own; from Lesson 2)</li><li>• Character Analysis Chart and Text-Dependent Questions: “The Wolf in Sheep’s Clothing” (one per student)</li><li>• Opinion Writing anchor chart and sample class opinion paragraph (from Lesson 7)</li><li>• Character Analysis Chart and Text-Dependent Questions: “The Wolf in Sheep’s Clothing” (answers, for teacher reference)</li><li>• Narrative Elements anchor chart (from Lesson 4)</li><li>• Who Is the Wolf in Fiction anchor chart (from Lesson 2)</li><li>• Tape, glue, or staples (for each student)</li><li>• Character T-chart: “The Wolf and the Shepherd” (one per student; for homework)</li></ul>



Opening	Meeting Students’ Needs
<p><b>A. Reviewing Homework and Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take out their Character T-chart: “The Wolf and the Lean Dog” they completed for homework, then 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 the ideas from their T-charts with one another.</li><li>• After 1 or 2 minutes, invite a few students to share their ideas whole group.</li><li>• Ask students to consider and discuss with their mill partner: “How are you progressing with your fluency goal? What strategies have you used to meet your goal?”</li><li>• After 1 or 2 minutes, invite a few students to share ideas from their partner discussions with the class.</li><li>• Direct students’ attention to the posted <b>Guiding Questions anchor chart</b>. Tell students that today they are going to read a new fable featuring a wolf and ask for volunteers to remind the class of the guiding questions for this unit:<ul style="list-style-type: none"><li>* “What lessons can be learned from traditional stories?”</li><li>* “Who is the wolf in fiction?”</li></ul></li><li>• Tell students they will continue to focus on these questions as they read a fable called “The Wolf in Sheep’s Clothing.”</li></ul>	<ul style="list-style-type: none"><li>• Allow students who struggle with articulating their ideas aloud to exchange T-charts with their partners to read silently and then discuss.</li><li>• Provide sentence starters as needed to allow all students access to group discussions.</li></ul>



Work Time	Meeting Students’ Needs
<p><b>A. Determining the Gist and the Meaning of Key Terms: “The Wolf in Sheep’s Clothing” (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take out their <b>journals</b> and join their group members.</li><li>• Distribute the book <b><i>Aesop’s Fables</i></b> and allow students to conduct a brief Book Walk and then share out what they notice and wonder about the book.</li><li>• After 1 or 2 minutes, invite a few students to share their thinking whole group.</li><li>• Explain to students that this is a book full of stories by a man named Aesop, who lived in Greece over 2,000 years ago. Tell students that Aesop was a famous storyteller who shared his fables through “oral tradition,” as a way to convey meaningful lessons to listeners about how to do well, or succeed, in life.</li><li>• Ask students to open their books to page 22 and follow along silently and try to determine the gist as you read “The Wolf in Sheep’s Clothing” aloud.</li><li>• When students are ready, begin the read-aloud, starting with the title and reading through the italicized text. (Consider using this as an opportunity to model fluent reading and as time allows, ask students to share out examples of how you read with fluency.)</li><li>• After reading the story aloud, ask students to discuss what they think the gist of the fable is with group members and then to record a gist statement on the next blank page in their journals.</li><li>• After 1 or 2 minutes, cold call a few students to share their gist statements whole class and listen for suggestions such as:<ul style="list-style-type: none"><li>– “The gist of this fable is that a wolf tries to be sneaky by dressing as a sheep, but he ends up being caught by the shepherd.”</li><li>– “The wolf wants to eat the sheep, so he sneaks into the flock disguised as a sheep.”</li><li>– “The sneaky wolf is caught by the shepherd who threatens the wolf with a knife.”</li></ul></li><li>• Remind students that reading for gist or to get the general sense of a text is one way to help deepen readers’ understanding of the story before rereading for deeper analysis, but that another strategy is to determine the meaning of key and unfamiliar terms to help clarify key ideas the story is trying to convey.</li><li>• Ask students to read the first learning target aloud with you:<ul style="list-style-type: none"><li>* “I can determine the meaning of unknown words using context clues, known root words, and a glossary.”</li></ul></li><li>• Underline the words: <i>context</i>, <i>root words</i>, and <i>glossary</i>.</li></ul>	<ul style="list-style-type: none"><li>• Allow students who struggle with writing to draw a pictorial representation of the gist.</li><li>• Encourage ELLs and struggling writers to draw pictorial representations of the meaning for each term before or in place of recording a definition.</li></ul>



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Ask students what they know about the meaning of each of these terms. Listen for:<ul style="list-style-type: none"><li>– “Using <i>context</i> clues means to refer to other words and phrases in a sentence to help you figure out what an unknown word means.”</li><li>– “A <i>root word</i> is the main part of a word.”</li><li>– “A <i>glossary</i> is like a dictionary; it gives definitions for key words from texts, stories.”</li></ul></li><li>• If students are not able to define these terms, define for them.</li><li>• Tell students that today, they will continue to practice using context clues to help them determine meaning, but they will also use their understanding of familiar root words and a glossary to help them clarify their understanding of key terms from the fable.</li><li>• Distribute <b>index cards</b>. Using a <b>document camera</b>, display and distribute the <b>Glossary: “The Wolf in Sheep’s Clothing.”</b></li><li>• Ask students to record each of the following key terms onto its own index card: <i>stalking</i>, <i>devised</i>, <i>fold</i>, <i>amiss</i>, and <i>seized</i>.</li><li>• Once students have recorded each term onto an index card, ask them to set aside the cards with “fold” and “amiss” and to focus on the cards for “stalking,” “devised,” and “seized” as well as their glossary page.</li><li>• Focus students’ attention on the word “stalking” and the glossary term “stalk.” Point out that the “(v.)” next to this word indicates that it is used as a verb in the context of this story—something the character is “doing” (an “action” word).</li><li>• Ask students to read the definition for “stalk” aloud with you, then point out that “stalk” is the root word of “stalking” and so the definition from the glossary can help students figure out what this word means. Model by using a think-aloud and say something like: “I know from the glossary that ‘stalk’ means to ‘follow someone; frequently cause someone trouble’ and ‘-ing’ tells me it is something that is happening right now, so I think stalking means following someone; frequently causing trouble for somebody.”</li><li>• Ask students to record a definition for the word “stalking” onto their index cards. Then focus students’ attention on the next two words and point out they both end in “-ed.” Ask students what the ending “-ed” indicates about when something is being done. Listen for students to say: “in the past.” If students do not know this, clarify for them.</li><li>• Ask students to use the glossary and their understanding of “-ed” to determine and record a definition for the words “devised” and “seized.” Circulate to support as needed.</li><li>• After 3 or 4 minutes, cold call a few students to share the definitions they recorded whole class. Affirm or clarify students’ thinking and then ask students to revise definitions based on class discussions if needed.</li></ul>	



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• Focus students’ attention on the remaining two index cards with the terms “fold” and “amiss” written on them.</li> <li>• Ask students what they recall from the previous lesson and other modules about how to determine the meaning of a word based on context clues.</li> <li>• Listen for students to share that they look for words that are used to make connections between words, such as “and” or “instead,” which indicate the words are similar or different; they can look to familiar words within the same sentence to help them determine meaning; and so forth. Clarify and/or model as needed, then ask students to work with group members to determine and record a definition for the remaining two terms.</li> <li>• Circulate to offer guidance and support as needed. Pose questions such as:             <ul style="list-style-type: none"> <li>* “What other words and phrases from the sentence make you think that’s what the word means?”</li> <li>* “How does the author connect these words? How could that help you determine the meaning of the word?”</li> <li>* “Can you draw a quick sketch on the back of your card to show what the word means?”</li> </ul> </li> <li>• After 3 or 4 minutes, invite several students to share out whole class their definitions and how they determined the meaning of each word. Listen for ideas such as:             <ul style="list-style-type: none"> <li>– “<i>Fold</i> in this context means the area where the sheep are, or into the middle of the sheep. I think this is what fold means because it says that the wolf slunk into the fold wearing a sheepskin disguise, and I know he was trying to get near the sheep without being seen by the shepherd.”</li> <li>– “<i>Amiss</i> means wrong; I think this because it says that the shepherd did not see anything amiss in the dark after the wolf had already snuck in, so I think it means the shepherd could not see that anything was wrong because it was dark.”</li> </ul> </li> <li>• Ask a few students to remind the class why it is helpful to determine the meaning of key terms before analyzing a text more deeply and listen for students to share that working to determine the meaning of key terms helps them deepen their understanding of the ideas conveyed in the text.</li> <li>• Tell students to quickly review key terms and their gist statements, then discuss with group members how they could revise their statements based on new understandings about key terms from the story.</li> <li>• After 1 or 2 minutes, invite a few students to share their thinking aloud. Answers will vary but listen for students to incorporate key terms into their revised gist statements.</li> <li>• Ask students to add the new Vocabulary cards to their <b>metal rings</b>.</li> </ul>	



Work Time (continued)	Meeting Students’ Needs
<p><b>B. Describing Characters and Forming an Opinion (30 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to read the second learning target aloud with you:           <ul style="list-style-type: none"> <li>* “I can describe the characters in ‘The Wolf in Sheep’s Clothing’ and explain how their actions contribute to the sequence of events.”</li> </ul> </li> <li>Point out that this target is similar to ones from previous lessons, then ask students to discuss in groups: “What do you think you will be doing during the first part of Work Time?”</li> <li>After a brief moment, invite a few students to share out their thinking with the class.</li> <li>Then, distribute the <b>Character Analysis Chart and Text-Dependent Questions: “The Wolf in Sheep’s Clothing.”</b></li> <li>Explain to students that this is just like the chart they completed whole group in the previous lesson. Tell students that today, they will complete the chart and questions more independently, by discussing their thinking within groups rather than as a whole class.</li> <li>Read the directions aloud as students follow along silently, review each column and row of the chart, and read each of the text-dependent questions aloud. Focus students’ attention on the fact that the last question is asking them to form and record an opinion about the best word to describe the wolf in this story, then remind students they may refer to the <b>Opinion Writing anchor chart</b> and class example of an opinion paragraph (from Lesson 7) for support.</li> <li>Provide clarification as needed, then ask students to begin working. Circulate to offer support and refer to the <b>Character Analysis Chart and Text-Dependent Questions: “The Wolf in Sheep’s Clothing,” (answers, for teacher reference)</b> as needed to help guide students. If necessary, briefly model again using the first one or two paragraphs of the story before releasing students to work with group members.</li> <li>After 8–10 minutes, pause students in their work and invite a few groups to share out details they added to each column of their charts. Affirm or clarify students’ thinking (see answers, for teacher reference), then allow students to revise or add to their charts based on ideas shared out whole group.</li> <li>Ask students to continue working with group members to answer the first four text-dependent questions. Again, circulate to support.</li> <li>After 6 or 7 minutes, pause students in their work and invite a few students to share their responses to the first four text-dependent questions aloud. Once again, affirm or clarify students’ ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Consider adding details (in addition to the ones provided) to the Character Analysis charts to support students who have difficulty with writing.</li> <li>Consider working more closely with small groups of students who may struggle to complete this work.</li> <li>Consider providing an audio version of the text for struggling readers to listen to as they complete the Character chart and text-dependent questions.</li> </ul>



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Ask students to read the final question and criteria aloud with you and point out the “Word Bank” above the question. Clarify as needed, then ask students to refer to the Opinion Writing anchor chart and class paragraph from Lesson 6 to develop an opinion paragraph that answers the focus question: “What would be the best word to describe the wolf in this story? Why?”</li><li>• Circulate to offer guidance and pose probing questions such as:<ul style="list-style-type: none"><li>* “Why do you think that is the best word to describe the wolf in this story?”</li><li>* “What details from the story support your opinion?”</li><li>* “How can you connect your ideas by using linking words?”</li><li>* “How can you conclude your paragraph by restating your opinion?”</li></ul></li><li>• After 6 or 7 minutes, invite a few students to read their opinion paragraphs aloud to the class.</li><li>• Give students specific positive feedback about ways they worked independently and cooperatively with group members to complete their Character Analysis chart and opinion paragraphs during today’s lesson.</li></ul>	



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Debrief and Reviewing Learning Targets: Narrative Elements and Who Is the Wolf in Fiction? (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Focus students’ attention on the <b>Narrative Elements anchor chart</b> and briefly review the information added to the chart during Lessons 2–6.</li> <li>• Ask students to refer to their text-dependent questions and responses, as well as the fable “The Wolf in Sheep’s Clothing” to discuss with nearby peers: “What did we read today that could be added to the columns on our chart?”</li> <li>• After 2 or 3 minutes, invite students to share their ideas whole class. Add students’ ideas to appropriate columns of the Narrative Elements anchor chart, listening for suggestions like:             <ul style="list-style-type: none"> <li>– “The setting is unclear, but it’s near a flock of sheep and at one point it is nighttime.”</li> <li>– “The characters are the wolf, the shepherd (and the sheep).”</li> <li>– “The wolf’s motivation was to eat the sheep when the shepherd went to sleep; the shepherd’s motivation was to protect the sheep.”</li> <li>– “The central problem is that the sheep are in danger because the wolf wants to eat them.”</li> <li>– “Events are that the wolf comes up with a plan to disguise himself as a sheep, so he can sneak in and eat them after the shepherd falls asleep; the wolf is caught by the shepherd; the shepherd raises his knife to the wolf.”</li> <li>– “The problem is solved when the shepherd catches the wolf, because his sheep will be safe, not eaten,” etc.</li> </ul> </li> <li>• Focus students’ attention on the <b>Who Is the Wolf in Fiction anchor chart</b> and ask them to discuss with nearby partners:             <ul style="list-style-type: none"> <li>* “What word would you use to describe the wolf in this fable? Why?”</li> </ul> </li> <li>• After 1 or 2 minutes, invite a few students to share their thinking aloud and record their ideas onto the chart.</li> <li>• Ask students to <b>tape, glue, or staple</b> their completed Character chart and text-dependent questions: “The Wolf in Sheep’s Clothing” onto the next blank page in their journals.</li> <li>• Ask students to read each of the learning targets aloud, pausing between to use Fist to Five to demonstrate their level of mastery toward each target.</li> <li>• Then, distribute a <b>Character T-chart: “The Wolf and the Shepherd”</b> to each student. Read through the directions and provide clarification (or model) as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide sentence starters and frames as needed, so all students can share their thinking during the debrief.</li> </ul>



Homework	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Reread “The Wolf in Sheep’s Clothing” and self-assess fluency.</li><li>• Read “The Wolf in Sheep’s Clothing” once again in a whisper voice, then aloud one more time to reassess fluency. Refine or revise your fluency goal as needed.</li><li>• Read the story “The Wolf and the Shepherd” from page 79 of <i>Aesop’s Fables</i> and complete the Character T-chart.</li></ul>	<ul style="list-style-type: none"><li>• Provide an audio version of “The Wolf in Sheep’s Clothing” for struggling readers to practice reading aloud with.</li><li>• Provide an audio version of “The Wolf and the Shepherd” to support struggling readers.</li><li>• Allow students who struggle with writing to dictate their Character T-chart responses to someone at home to scribe for them.</li></ul>



EXPEDITIONARY  
LEARNING

# Grade 3: Module 3B: Unit 1: Lesson 8

## Supporting Materials



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Glossary: “The Wolf in Sheep’s Clothing”

Word	Definition
stalk (v.)	To follow somebody; to frequently cause someone trouble.
devise (v.)	To think something up; to create; to develop.
seize (v.)	To grab; to take hold of something.



Character Analysis Chart and Text-Dependent Questions:  
“The Wolf in Sheep’s Clothing”

.....  
**Name:**

.....  
**Date:**

**Directions:**

For each character:

1. Make sure there are at least three details from the story in the “Motivation” column that describe what the character says, thinks and feels.
2. Make sure there are at least three details from the story in the “Actions” column that describe what the character does.
3. Look carefully at the details you recorded; then, in a few words, explain what you think the character “Wants.”
4. Based on what the character says, thinks, feels, wants, and does, add at least one additional idea about the character’s “Traits” in the third column.
5. What happens to the character as a result of his/her motivations, actions, and traits? Record your thinking in the “Result” box.

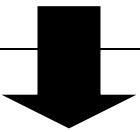
**When you have finished analyzing all the characters, look back to the text and your chart to help you answer the text-dependent questions.**



Character Analysis Chart and Text-Dependent Questions:  
“The Wolf in Sheep’s Clothing”

“The Wolf in Sheep’s Clothing” (*Aesop’s Fables*, p. 22)

Character	MOTIVATION: What does the character want? (what the character says, thinks, feels)	ACTIONS: What does the character do?	TRAITS: What is the character like?
Wolf	<b>SAYS/THINKS/FEELS:</b> – Hungry – “Aha!”  <b>WANTS:</b>	– <i>stalking</i> a flock of sheep for days	Trickster



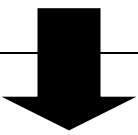
Result



Character Analysis Chart and Text-Dependent Questions:  
“The Wolf in Sheep’s Clothing”

“The Wolf in Sheep’s Clothing” (*Aesop’s Fables*, p. 22)

Character	MOTIVATION: What does the character want? (what the character says, thinks, feels)	ACTIONS: What does the character do?	TRAITS: What is the character like?
Shepherd	<p>SAYS/THINKS/FEELS:</p> <ul style="list-style-type: none"><li>– Had a taste (hungry) for fresh mutton</li><li>– <i>Astonished</i></li></ul> <p>WANTS:</p>	<ul style="list-style-type: none"><li>– Thinking only of his supper</li><li>– grabbed the nearest sheep</li></ul>	Watchful



Result



Character Analysis Chart and Text-Dependent Questions:  
“The Wolf in Sheep’s Clothing”

**Lesson:** *Tricks often put the trickster in peril.*

1. Why would the wolf in this story be considered a “trickster?” Use details from the story to support your answer.

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2. Why does the wolf try to trick the shepherd?

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3. What “peril” was the wolf in as a result of playing a “trick” on the shepherd?

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4. Based on key details from your analysis chart and your responses to the questions above, explain the lesson of this story in your own words.

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Character Analysis Chart and Text-Dependent Questions:  
“The Wolf in Sheep’s Clothing”

**Word Bank**

flock   trick (v.)   trick(s) (n.)   shepherd   mutton   peril  
stalking   devised   slunk   astonished

5. FOCUS QUESTION: What word, other than “trickster,” would best describe the wolf in this story? Why?
- State your opinion (be sure to use key words from the focus question.)
  - Support your opinion with at least two reasons, based on key details from the story.
  - Write a concluding statement.
  - Use linking words to connect ideas.
  - Include at least two key terms from the Word Bank.



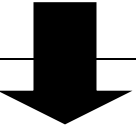
Character Analysis Chart and Text-Dependent Questions:

“The Wolf in Sheep’s Clothing”  
(Answers, for Teacher Reference)

\*Sample responses to questions and details students may have added to their charts are in **bold**.

“The Wolf in Sheep’s Clothing” (*Aesop’s Fables*, p. 22)

Character	MOTIVATION: What does the character want? (what the character says, thinks, feels)	ACTIONS: What does the character do?	TRAITS: What is the character like?
Wolf	<p>SAYS/THINKS/FEELS:</p> <ul style="list-style-type: none"> <li>– Hungry</li> <li>– “Aha!”</li> <li>– <b>As soon as the shepherd goes to bed, I’ll eat as many sheep as I please!”</b></li> </ul> <p>WANTS: <b>food; to eat the sheep</b></p>	<ul style="list-style-type: none"> <li>– <i>stalking</i> a flock of sheep for days</li> <li>– <b>devised a plan to outwit the shepherd</b></li> <li>– <b>slunk into flock</b></li> <li>– <b>disguised himself as a sheep</b></li> </ul>	<p>Trickster</p> <p><b>Sneaky</b></p> <p><b>Devious</b></p> <p><b>Sly</b></p>



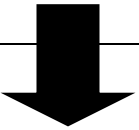
Result
<b>The wolf is captured by the shepherd, who threatens the wolf with a knife.</b>



Character Analysis Chart and Text-Dependent Questions:

“The Wolf in Sheep’s Clothing”  
(Answers, for Teacher Reference)

Character	MOTIVATION: What does the character want? (what the character says, thinks, feels)	ACTIONS: What does the character do?	TRAITS: What is the character like?
Shepherd	<p>SAYS/THINKS/FEELS:</p> <ul style="list-style-type: none"><li>– Had a taste (hungry) for fresh mutton</li><li>– <i>Astonished</i></li><li>– <b>“What do you think you’re doing in my <i>flock</i>?”</b></li><li>– <b>“Rest <i>assured</i>, this is the last time I’ll find you <i>lurking</i> here.”</b></li></ul> <p>WANTS: <b>to kill the wolf; to frighten the wolf away from his flock.</b></p>	<ul style="list-style-type: none"><li>– Thinking only of his supper</li><li>– grabbed the nearest sheep</li><li>– <b>found himself holding the wolf raises his knife</b></li></ul>	<p>Watchful</p> <p><b>Protective</b></p> <p><b>Strong</b></p>



Result
<b>The shepherd discovers the wolf is wearing a disguise and threatens him with a knife.</b>



Character Analysis Chart and Text-Dependent Questions:

“The Wolf in Sheep’s Clothing”  
(Answers, for Teacher Reference)

**Lesson:** *Tricks often put the trickster in peril.*

1. Why would the wolf in this story be considered a “trickster?” Use details from the story to support your answer. (RL.3.1)

**The wolf is considered a trickster because he tries to fool the shepherd by dressing up as a sheep so the shepherd will think the wolf is part of his flock.**

2. Why does the wolf try to trick the shepherd? (RL.3.1, RL.3.3)

**The wolf is hungry, so he tries to trick the shepherd into thinking he’s a sheep so he can eat the sheep after the shepherd falls asleep.**

3. What “peril” was the wolf in as a result of playing a “trick” on the shepherd? (RL.3.1, RL.3.3)

**The wolf is in danger and ends up being killed when the shepherd discovers that the wolf is not really one of his sheep.**

4. Based on key details from your analysis chart and your responses to the questions above, explain the lesson of this story in your own words. (RL.3.2)

**The lesson of this story is that it’s a bad idea to try and play tricks on people because you might end up putting yourself in danger!**

**Word Bank**

flock   trick (v.)   trick(s) (n.)   shepherd   mutton   peril  
stalking   devised   slunk   astonished

What word, other than “trickster,” would best describe the wolf in this story? Why? (Sample Response)

**I would describe the wolf as sneaky because he is *stalking* the sheep so he can sneak into their *flock* in disguise. He also waits for the *shepherd* to fall asleep so he can eat as many sheep as he wants. However, the wolf’s plan does not work and the shepherd catches him.**



**Character T-Chart**  
“The Wolf and the Shepherd”

**Directions:** After rereading “The Wolf in Sheep’s Clothing” and the new fable, “The Wolf and the Shepherd,” complete the Character T-chart with *key details* from the story and write a response to each question, based on the story and your T-chart ideas.

<b>Wolf 1</b> “The Wolf in Sheep’s Clothing”	<b>Wolf 2</b> “The Wolf and the Shepherd”
<p><b>Motivation:</b> Wants to eat the flock of sheep.</p> <p><b>Action:</b> Disguises himself to sneak into the flock of sheep.</p> <p><b>Trait:</b> Tricky</p> <p><b>Result:</b> Is caught by the shepherd.</p>	<p><b>Motivation:</b> Wants to find out where the mouthwatering fragrance is coming from.</p> <p><b>Action:</b></p> <p><b>Trait:</b> Curious</p> <p><b>Result:</b></p>

**GLOSSARY**

**Fragrance** /'frāgrəns/: smell; scent; aroma

**Condemn** /kən'dem/: say something is bad; disapprove

1. What is one way the wolves in these stories are the same?

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2. What is one way they are different?

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EXPEDITIONARY  
LEARNING

# **Grade 3: Module 3B: Unit 1: Lesson 9**

## **Describing The Wolf in Fables: “The Wolf and the Crane”**



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

I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3)  
I can determine the meaning of unknown words and phrases, choosing from a range of strategies. (L.3.4)  
I can write opinion pieces, supporting a point of view with reasons. (W.3.1)  
I can read with sufficient accuracy and fluency to support comprehension. (RF.3.4)

**Supporting Learning Targets**

- I can determine the meaning of words by choosing from a variety of strategies.
- I can describe the characters in “The Wolf and the Crane” and explain how their actions contribute to the sequence of events.
- I can express an opinion about the wolf in this fable and support my opinion with reasons.

**Ongoing Assessment**

- Fluency Self-Assessment (continued from Lesson 2 homework)
- Character T-chart: “The Wolf and the Shepherd” (from homework)
- Character Analysis Chart and Text-Dependent Questions: “The Wolf and the Crane”
- Vocabulary cards



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Reviewing Homework and Engaging the Reader (5 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Determining the Gist and the Meaning of Key Terms: “The Wolf and the Crane” (20 minutes)</li><li>Describing Characters and Forming an Opinion (30 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Debrief and Reviewing Learning Targets: Narrative Elements and Who Is the Wolf in Fiction? (5 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Reread “The Wolf and the Crane” and self-assess fluency; Choose a fable from Lesson 6 or 7 to reread and complete the Character T-chart.</li></ol></li></ol>	<ul style="list-style-type: none"><li>This lesson follows a pattern similar to Lessons 6 and 7. Students work independently and cooperatively with group members to read a new fable, “The Wolf and the Crane,” from page 69 of <i>Aesop’s Fables</i> by Jerry Pinkney.</li><li>Determining the gist and the meaning of key terms is combined once again in Work Time A. However, in this lesson, students use a combination of the strategies they practiced in Lessons 6 and 7 to determine the meaning of key words from the story.</li><li>Note that in Lessons 10–11, students will take Parts 1 and 2 of the End of Unit Assessment. Be sure to review both parts of the assessment in advance in order to clarify directions for students, as needed and determine whether or not you will conduct part 2, which is an optional fluency assessment.</li><li>In advance:<ul style="list-style-type: none"><li>Review Glass, Bugs, Mud in Checking for Understanding Techniques (see Appendix).</li><li>Punch holes in index cards (six per student), to save time during Work Time A vocabulary instruction.</li></ul></li><li>Post: Learning targets; Guiding Questions anchor chart; Opinion Writing anchor chart; Narrative Elements anchor chart; and Who Is the Wolf in Fiction anchor chart.</li></ul>



Lesson Vocabulary	Materials
variety, strategies, opinion, support, reasons, dart, wary, desperately, anxiously, ungrateful, wicked	<ul style="list-style-type: none"><li>• Guiding Questions anchor chart (from Lesson 1)</li><li>• Journals (begun in Lesson 1)</li><li>• <i>Aesop's Fables</i> (book; from Lesson 7; one per student)</li><li>• Index cards (six per student, with holes pre-punched)</li><li>• Glossary: “The Wolf and the Crane” (one per student)</li><li>• Metal rings (from Lesson 2; students’ own)</li><li>• Character Analysis Chart and Text-Dependent Questions: “The Wolf and the Crane” (one per student)</li><li>• Character Analysis Chart and Text-Dependent Questions: “The Wolf and the Crane” (answers, for teacher reference)</li><li>• Opinion Writing anchor chart (from Lesson 6)</li><li>• Narrative Elements anchor chart (from Lesson 4)</li><li>• Who Is the Wolf in Fiction anchor chart (from Lesson 2)</li><li>• Tape, glue, or staples (for each student)</li><li>• Character T-chart: “The Wolf and the Crane” (one per student)</li></ul>



Opening	Meeting Students’ Needs
<p><b>A. Reviewing Homework and Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take out the Character T-charts: “The Wolf and the Shepherd” they completed for homework.</li><li>• Ask students to turn to a nearby partner to share the ideas from their T-charts with one another.</li><li>• After 1 or 2 minutes, invite a few students to share their ideas whole group.</li><li>• Ask students to consider and then discuss with their partner: “What strategies have you used to meet your fluency goal?”</li><li>• After 1 or 2 minutes, invite a few students to share ideas from their partner discussions with the class.</li><li>• Direct students’ attention to the posted <b>Guiding Questions anchor chart</b>. Explain that today students will read another one of Aesop’s fables featuring a wolf, and ask a volunteer to remind the class of the guiding questions for this unit:<ul style="list-style-type: none"><li>* “What lessons can be learned from traditional stories?”</li><li>* “Who is the wolf in fiction?”</li></ul></li><li>• Tell students they will continue to focus on these questions as they read the fable “The Wolf and the Crane.”</li></ul>	<ul style="list-style-type: none"><li>• Allow students who struggle with articulating their ideas aloud to exchange T-charts with their partners to read silently and then discuss.</li><li>• Provide sentence starters as needed, to allow all students access to group discussions.</li></ul>



Work Time	Meeting Students’ Needs
<p><b>A. Determining the Gist and the Meaning of Key Terms: “The Wolf and the Crane” (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to take out their <b>journals</b> and copies of the book <i>Aesop’s Fables</i>, then direct them to join their group members.</li> <li>• Ask students to open their books to page 69 and independently read “The Wolf and the Crane” to determine the gist.</li> <li>• When students are ready, begin the read-aloud, starting with the title and reading through the italicized text. (Consider using this as an opportunity to model fluent reading and as time allows, ask students to share out examples of how you read with fluency.)</li> <li>• After reading the story aloud, ask students to discuss what they think the gist of the fable is with group members then record a gist statement on the next blank page in their journals.</li> <li>• After 1 or 2 minutes, cold call a few students to share their gist statements with the class and listen for suggestions like:             <ul style="list-style-type: none"> <li>– “The gist of this fable is that a wolf has a bone caught in his throat but most of the animals are scared of him so they don’t help.”</li> <li>– “The crane helps the wolf.”</li> <li>– “The wolf does not give the crane the reward he promised.”</li> </ul> </li> <li>• Next, focus students’ attention on the first learning target and ask them to read it aloud with you:             <ul style="list-style-type: none"> <li>* “I can determine the meaning of unknown words by choosing from a variety of strategies.”</li> </ul> </li> <li>• Underline the words <i>variety</i> and <i>strategies</i>. Ask a few students to remind the class what types of strategies they have used in previous lessons to determine the meaning of key terms and how understanding key terms helps readers to better understand the text. Listen for students to explain that they have used context clues, affixes, root words, and a glossary to help them determine the meaning of words and that understanding key terms helps them better understand the ideas conveyed in the text.</li> <li>• Distribute <b>index cards</b> and the <b>Glossary: “The Wolf and the Crane,”</b> then explain to students that today they will choose the most appropriate strategy to determine the meaning of each of the following key terms from the story (list these words where all students can see): <i>dart, wary, desperately, anxiously, ungrateful, and wicked</i>.</li> <li>• Ask students to record each word onto its own index card, then work with group members to use context clues, their knowledge of familiar affixes and roots, and the provided glossary to determine and record a definition for each term.</li> <li>• Clarify directions and/or strategies as needed, then ask students to begin working.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider reading the story aloud as a small group of struggling readers whisper read with you; OR provide an audio version of the text for students to listen to as they follow along by whisper reading.</li> <li>• Allow students who struggle with writing to draw a pictorial representation of the gist.</li> <li>• Encourage ELLs and struggling writers to draw pictorial representations of the meaning for each term prior to or in place of recording a definition.</li> <li>• Point out specific strategies students may employ to determine the meaning of terms and/or model using strategies, as needed.</li> </ul>



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• Circulate to provide guidance and support. As you move throughout the room, pose probing questions like:             <ul style="list-style-type: none"> <li>* “What other words and phrases from the sentence make you think that’s what the word means?”</li> <li>* “How does the author connect these words? How can that help us determine the meaning of the word?”</li> <li>* “Do you recognize this affix? What does it mean?”</li> <li>* “What does this root word mean? Can you use context clues to help you determine the meaning of the root word?”</li> <li>* “Can you draw a quick sketch on the back of your card to show what the word means?”</li> </ul> </li> <li>• After 10 minutes, cold call students from each group to share their definitions and strategies whole group. Listen for ideas like:             <ul style="list-style-type: none"> <li>– “<i>Dart</i> means to move around quickly to different areas; I figured this out by reading and restating the definition from the glossary.”</li> <li>– “<i>Wary</i> means cautious, worried, concerned; I figured this out using context because it says the animals were wary of the wolf’s sharp teeth and it makes sense that the animals would be cautious of sharp teeth.”</li> <li>– “<i>Desperately</i> means that you are acting frantic, like you are in need of something right now or have lost hope; I figured this out using the glossary definition for desperate, the root word of desperately, which means frantic or losing hope.”</li> <li>– “<i>Anxiously</i> means acting nervous; I figured this out by using the glossary and the definition for the root word anxious.”</li> <li>– “<i>Ungrateful</i> means not thankful; I figured this out because I know ‘–un’ means ‘not’ and grateful means thankful, so ungrateful means not thankful.”</li> <li>– “<i>Wicked</i> means not nice, incredibly mean, evil; I figured this out from context because the last sentence of the fable says there is no reward for helping the wicked and the crane did not get a reward for helping the wolf, and the wolf was not nice to the crane,” or similar suggestions.</li> </ul> </li> <li>• Provide clarification and/or further model for students how to use these strategies as needed.</li> <li>• Ask students to quickly review key terms and their gist statements and then discuss with group members how they could revise their statements based on new understandings about key terms from the story.</li> <li>• After 1 or 2 minutes, invite a few students to share their thinking aloud. Answers will vary but listen for students to incorporate key terms into their revised gist statements.)</li> <li>• Ask students to add the new Vocabulary cards to their <b>metal rings</b>.</li> </ul>	



Work Time (continued)	Meeting Students’ Needs
<p><b>B. Describing Characters and Forming an Opinion (30 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to read the second learning target aloud with you:           <ul style="list-style-type: none"> <li>* “I can describe the characters in ‘The Wolf and the Crane’ and explain how their actions contribute to the sequence of events.”</li> </ul> </li> <li>Remind students that this target is similar to ones from previous lessons then distribute the <b>Character Analysis Chart and Text-Dependent Questions: “The Wolf and the Crane.”</b></li> <li>Tell students they will complete this chart just as they have in previous lessons.</li> <li>Ask students to review the directions and each column and row of the chart and then read each of the text-dependent questions independently. Answer any clarifying questions and remind students they may refer to the <b>Opinion Writing anchor chart</b> and class example of an opinion paragraph (from Lesson 6) for ideas and support.</li> <li>When students are ready, ask them to begin working. Circulate to offer support and refer to the <b>Character Analysis Chart and Text-Dependent Questions: “The Wolf and the Crane,” (answers, for teacher reference)</b> as needed to help guide students.</li> <li>After 8–10 minutes, pause students in their work and invite a few groups to share out details they added to each column of their charts. Affirm or clarify students’ thinking (see answers, for teacher reference), then allow students to revise or add to their charts based on ideas students share out.</li> <li>Direct students to continue working to answer the first four text-dependent questions. Again, circulate to support.</li> <li>After 6 or 7 minutes, pause students in their work and invite a few students to share their responses to the first four text-dependent questions aloud. Once again, affirm or clarify students’ ideas.</li> <li>Ask students to read the final question and criteria aloud with you and point out the “Word Bank” above the question. Clarify as needed, then ask students to refer to the Opinion Writing anchor chart and class paragraph from Lesson 6 to develop an opinion paragraph that answers the focus question: “What would be the best word to describe the wolf in this story? Why?”</li> </ul>	<ul style="list-style-type: none"> <li>To support students who have difficulty with writing, consider adding details, in addition to the ones provided, to the Character Analysis charts.</li> <li>Consider working more closely with small groups of students who may struggle to complete this work.</li> <li>Consider providing an audio version of the text for struggling readers to listen to as they complete the Character chart and text-dependent questions.</li> <li>For struggling writers, consider providing an opinion paragraph frame (based on the sample in the Character Analysis Chart and Text-Dependent Questions, answers, for teacher reference) for students to fill in.</li> </ul>



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Circulate to offer guidance and pose probing questions such as:<ul style="list-style-type: none"><li>* “Why do you think that is the best word to describe the wolf in this story?”</li><li>* “What details from the story support your opinion?”</li><li>* “How can you connect your ideas by using linking words?”</li><li>* How can you conclude your paragraph by restating your opinion?</li></ul></li><li>• After 6 or 7 minutes, invite a few students to read their opinion paragraphs aloud.</li><li>• Praise students for working both independently and cooperatively with group members to complete their Character Analysis charts, questions and opinion paragraphs.</li></ul>	



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Debrief and Reviewing Learning Targets: Narrative Elements and Who is the Wolf in Fiction? (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Focus students’ attention on the <b>Narrative Elements anchor chart</b> and briefly review the information added to the chart during Lessons 2–7.</li><li>• Ask students to refer to their text-dependent question responses, as well as the fable “The Wolf and the Crane,” to discuss with nearby peers:<ul style="list-style-type: none"><li>* “What did we read today that could be added to the columns on our Narrative Elements anchor chart?”</li></ul></li><li>• After 2 or 3 minutes, invite students to share their ideas whole class. Add students’ ideas to appropriate columns of the anchor chart, listening for suggestions like:<ul style="list-style-type: none"><li>– “The setting is a forest.”</li><li>– “The characters are the wolf and the crane (animals).”</li><li>– “The wolf’s motivation was to get the bone out of his throat; the crane’s motivation was to get a reward.”</li><li>– “Events are that wolf gets a bone caught in his throat; none of the animals will help him except the crane; after the crane helps the wolf, the wolf walks away without giving the crane the promised reward.”</li><li>– “The central problem is that the wolf has a bone caught in his throat; the solution is/the problem is solved when the crane takes the bone out of the wolf’s throat,” etc.</li></ul></li><li>• Focus students’ attention on the <b>Who Is the Wolf in Fiction anchor chart</b> and ask them to discuss with nearby partners: “How would you describe the wolf in this fable? Why?”</li><li>• After 1 or 2 minutes, invite a few students to share their thinking aloud and record their ideas onto the chart.</li><li>• Ask students to <b>tape, glue, or staple</b> their completed Character Chart and Text-Dependent Questions: “The Wolf and the Crane” onto the next blank page in their journals.</li><li>• Ask students to read each of the learning targets aloud, pausing between to use Glass, Bugs, Mud to demonstrate their level of mastery toward each target.</li><li>• Then, distribute a <b>Character T-chart: “The Wolf and the Crane”</b> to each student. Read through the directions and provide clarification (or model) as needed.</li><li>• Tell students they will take Parts 1 and 2 of the end of unit assessment over the course of the next two lessons.</li></ul>	<ul style="list-style-type: none"><li>• Provide sentence starters and frames as needed, so all students can share their thinking during the debrief.</li></ul>



Homework	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Reread “The Wolf and the Crane” and self-assess fluency.</li><li>• Read “The Wolf and the Crane” twice more aloud, then reassess fluency. Refine and/or revise your fluency goal as needed.</li><li>• Choose a fable from Lesson 6 or 7 (classwork or homework) to reread, and then complete the Character T-chart: “The Wolf and the Crane.”</li></ul> <p><i>Note: Review Lesson 11 (Part 2 of the End of Unit 1 Assessment) to determine and set up centers that students may work in while individual fluency assessments are administered. Also, be sure to review each of the three texts that can be used for fluency assessment to determine which text you will ask each student to read and to establish an assessment schedule.</i></p>	<ul style="list-style-type: none"><li>• Provide an audio version of “The Wolf and the Crane” for struggling readers to practice reading aloud with.</li><li>• Allow students who struggle with writing to dictate their T-chart responses to someone at home to scribe for them.</li></ul>



EXPEDITIONARY  
LEARNING

# Grade 3: Module 3B: Unit 1: Lesson 9

## Supporting Materials



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Glossary: “The Wolf and the Crane”

Word	Definition
dart ( <i>v.</i> )	To move quickly from one place to another.
desperate ( <i>adj.</i> )	Frantic; losing hope; in great need.
anxious ( <i>adj.</i> )	Nervous; worried; feeling concerned.



Character Analysis Chart and Text-Dependent Questions:  
“The Wolf and the Crane”

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

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

**Directions:**

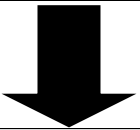
For each character:

1. Make sure there are at least three details from the story in the “Motivation” column that describe what the character says, thinks, and feels.
2. Make sure there are at least three details from the story in the “Actions” column that describe what the character does.
3. Look carefully at the details you recorded, then, in a few words, explain what you think the character “Wants.”
4. Based on what the character says, thinks, feels, wants, and does, add at least one additional idea about the character’s “Traits” in the third column.
5. What happens to the character as a result of his/her motivations, actions, and traits? Record your thinking in the “Result” box.

**When you have finished analyzing all the characters, look back to the text and your chart to help you answer the text-dependent questions.**



Character	MOTIVATION: What does the character want? (what the character says, thinks, feels)	ACTIONS: What does the character do?	TRAITS: What is the character like?
Wolf	<p>SAYS/THINKS/FEELS:</p> <p>WANTS:</p>		

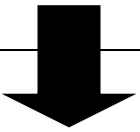




Character Analysis Chart and Text-Dependent Questions:  
“The Wolf and the Crane”

“The Wolf and the Crane”

Character	MOTIVATION: What does the character want? (what the character says, thinks, feels)	ACTIONS: What does the character do?	TRAITS: What is the character like?
Crane	<p>SAYS/THINKS/FEELS:</p> <ul style="list-style-type: none"><li>– Knows the wolf is rich.</li><li>– Feels anxious.</li></ul> <p>WANTS:</p>	<ul style="list-style-type: none"><li>– Hears the wolf’s offer of a reward.</li></ul>	



Result



Character Analysis Chart and Text-Dependent Questions:  
“The Wolf and the Crane”

**Lesson:** *There's no reward for helping the wicked.*

1. What is the wolf's problem? Use details from the story to support your thinking.

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2. Why does the crane decide to help the wolf?

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3. What happens after the crane helps the wolf?

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4. Based on key details from your chart and your responses to the questions above, explain the lesson of this story in your own words.

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Character Analysis Chart and Text-Dependent Questions:  
“The Wolf and the Crane”

**Word Bank**

wary desperately bill relief reward  
anxiously ungrateful wicked devised slunk astonished

5. FOCUS QUESTION: What word would best describe the wolf in this story? Why?
- State your opinion. (Be sure to use key words from the focus question.)
  - Support your opinion with at least two reasons based on key details from the story.
  - Write a concluding statement.
  - Use linking words to connect ideas.
  - Include at least two key terms from the Word Bank and/or Glossary.

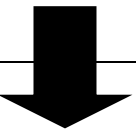


Character Analysis Chart and Text-Dependent Questions:

“The Wolf and the Crane”  
(Answers, for Teacher Reference)

“The Wolf and the Crane”

Character	MOTIVATION: What does the character want? (what the character says, thinks, feels)	ACTIONS: What does the character do?	TRAITS: What is the character like?
Wolf	<p><b>SAYS/THINKS/FEELS:</b></p> <ul style="list-style-type: none"> <li>– <b>Promises a reward to anyone that will take the bone out of his throat.</b></li> <li>– <b>“At last!”</b></li> <li>– <b>Feels relief.</b></li> <li>– <b>Is ungrateful to the crane.</b></li> <li>– <b>“Isn’t it enough that you put your head in a wolf’s mouth and lived to tell the tale?”</b></li> <li>– <b>Tells the crane to fly away before he eats the crane.</b></li> </ul> <p><b>WANTS: To get the bone out of his throat.</b></p>	<ul style="list-style-type: none"> <li>– <b>Got a bone stuck in his throat.</b></li> <li>– <b>Darted around the forest.</b></li> <li>– <b>Begged for help.</b></li> <li>– <b>Opens his jaws wide.</b></li> <li>– <b>Turns to go.</b></li> <li>– <b>Snarls at the crane.</b></li> </ul>	<ul style="list-style-type: none"> <li>– <b>Liar</b></li> <li>– <b>Ungrateful</b></li> <li>– <b>Wicked</b></li> </ul>



Result
<b>Gets the bone out of his throat; gets the crane to take the bone out of his throat.</b>



Character Analysis Chart and Text-Dependent Questions:

“The Wolf and the Crane”  
(Answers, for Teacher Reference)

“The Wolf and the Crane”

Character	MOTIVATION: What does the character want? (what the character says, thinks, feels)	ACTIONS: What does the character do?	TRAITS: What is the character like?
Crane	<p>SAYS/THINKS/FEELS:</p> <ul style="list-style-type: none"><li>– Knows the wolf is rich.</li><li>– <b>“But have you forgotten my reward.”</b></li><li>– Feels anxious.</li></ul> <p>WANTS: <b>To get a reward for helping the wolf.</b></p>	<ul style="list-style-type: none"><li>– Hears the wolf’s offer of a reward.</li><li>– <b>Steps forward.</b></li><li>– <b>Pulls the bone free with her long bill.</b></li><li>– <b>Called anxiously.</b></li></ul>	<ul style="list-style-type: none"><li>– <b>Helpful</b></li><li>– <b>Fearless</b></li><li>– <b>Greedy (wants reward)</b></li></ul>

Result

**Does not get a reward for taking the bone out of the wolf’s throat; the wolf doesn’t eat the crane.**



Character Analysis Chart and Text-Dependent Questions:

“The Wolf and the Crane”  
(Answers, for Teacher Reference)

**Lesson:** *There's no reward for helping the wicked.*

1. What is the wolf's problem? Use details from the story to support your thinking.

**The wolf's problem is that he has a bone stuck in his throat and none of the animals he sees will help him (or similar ideas).**

2. Why does the crane decide to help the wolf?

**The crane helps the wolf because he wants a reward and knows that the wolf is rich (or similar ideas).**

3. What happens after the crane helps the wolf?

**The wolf does not give the crane a reward and tells him that he should be grateful that he put his head in a wolf's mouth and lived to tell about it (or similar ideas).**

4. Based on key details from your chart and your responses to the questions above, explain the lesson of this story in your own words.

**The lesson of this story is that if you help someone who is bad or mean you cannot expect to be rewarded for helping them (or similar ideas).**

**Word Bank**

wary desperately bill relief reward  
anxiously ungrateful wicked devised slunk astonished



Character Analysis Chart and Text-Dependent Questions:

“The Wolf and the Crane”

(Answers, for Teacher Reference)

5. FOCUS QUESTION: What word would best describe the wolf in this story? Why?

- State your opinion. (Be sure to use key words from the focus question.)
- Support your opinion with at least two reasons based on key details from the story.
- Write a concluding statement.
- Use linking words to connect ideas.
- Include at least two key terms from the Word Bank and/or Glossary.

**(sample paragraph)**

**The best word to describe the wolf in this story is wicked. I think wicked is the best word to describe the wolf because after the crane helps him, he snarls at the crane. Also, the wolf tells the crane that he should be grateful that he put his head in a wolf’s mouth and lived to tell the tale. In conclusion, the wolf is wicked because he is mean to the crane after the crane helps him.**



**Character T-Chart:**  
“The Wolf and the Crane”

**Directions:** After rereading “The Wolf and the Crane,” choose another one of the fables you read during Lesson 6 or 7 and reread it to help you complete the Character T-chart.

- First, record the name of the other fable you chose to reread on the line below “Wolf 2.”
- Complete the Character T-chart by listing at least two “traits” for each wolf character.
- Refer to the traits you list in the chart and details from both stories to help you answer each question.

<b>Wolf 1</b> “The Wolf and the Crane”	<b>Wolf 2</b> From the story: “_____”
<b>Traits</b>	<b>Traits</b>

1. What is one way the wolves in these stories are the same?

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2. What is one way they are different?

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EXPEDITIONARY  
LEARNING

# **Grade 3: Module 3B: Unit 1: Lesson 10**

## **End of Unit 1 Assessment, Part 1: Character Analysis and Opinion Writing: “The Wolves and the Sheep”**



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

I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3)

I can determine the meaning of unknown words and phrases, choosing from a range of strategies. (L.3.4)

I can write opinion pieces, supporting a point of view with reasons. (W.3.1)

**Supporting Learning Targets**

- I can determine the meaning of words by choosing from a variety of strategies.
- I can describe the characters in “The Wolves and the Sheep” and explain how their actions contribute to the sequence of events.
- I can express an opinion about the wolves in this fable and support my opinion with reasons.

**Ongoing Assessment**

- End of Unit 1 Assessment, Part 1
- Tracking My Progress, End of Unit 1 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Reviewing Homework and Engaging the Reader (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. End of Unit 1 Assessment, Part 1 (35 minutes)</li><li>B. Tracking My Progress (10 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Debrief: Narrative Elements and Who Is the Wolf in Fiction? (7 minutes)</li><li>B. Sharing Reflections (3 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Reread “The Wolves and the Sheep” and self-assess fluency; identify criteria for further practice; practice by rereading aloud at least three times, and reassess fluency; reflect on progress toward goal(s)</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students take Part 1 of the End of Unit 1 Assessment to demonstrate what they have learned about: how to describe characters and explain how their actions contribute to the sequence of events, determining the meaning of key terms using a variety of strategies, and writing an opinion about the best word to describe the wolf by responding to short answer and text-dependent questions about an unfamiliar fable, “The Wolves and the Sheep.”</li><li>• Some students may require additional time to complete this assessment independently. Make provisions for those students accordingly.</li><li>• Some students may benefit from having someone read the questions aloud to them. Again make provisions for those students accordingly.</li><li>• Post: Learning targets; Guiding Questions anchor chart; Narrative Elements anchor chart; and Who Is the Wolf in Fiction anchor chart.</li></ul>



Lesson Vocabulary	Materials
variety, strategies, express, opinion, fable, support, reasons	<ul style="list-style-type: none"><li>• Guiding Questions anchor chart (from Lesson 1)</li><li>• “The Wolves and the Sheep” (assessment text; one per student)</li><li>• End of Unit 1 Assessment, Part 1: “The Wolves and the Sheep” Character Analysis and Opinion Writing (one per student)</li><li>• Journals (begun in Lesson 1)</li><li>• Opinion Writing anchor chart (from Lesson 6)</li><li>• Tracking My Progress, End of Unit 1 recording form (one per student)</li><li>• End of Unit 1 Assessment, Part 1: “The Wolves and the Sheep” character analysis and opinion writing (answers, for teacher reference)</li><li>• 2-Point Rubric, Short Response (for teacher reference)</li><li>• Narrative Elements anchor chart (from Lesson 4)</li><li>• Who Is the Wolf in Fiction anchor chart (from Lesson 2)</li></ul>



Opening	Meeting Students’ Needs
<p><b>A. Reviewing Homework and Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take out the Character T-chart: “The Wolf and the Crane,” which they completed for homework. Review directions for Back-to-Back, Face-to-Face, if needed.</li><li>• Tell students to quickly partner up with a peer they have not worked with recently. Once students are partnered and turned back-to-back, ask them to review their T-charts, then turn face-to-face to share their ideas with one another.</li><li>• After 1 or 2 minutes, invite a few students to share their ideas whole group.</li><li>• Ask students to consider then discuss with their partners: “What do you think is your strongest area of fluency? Why?”</li><li>• After 1 or 2 minutes, invite a few students to share ideas from their partner discussions with the class. Listen for students to explain how they have mastered or come close to mastering criteria from the Fluency Self-Assessment.</li><li>• Focus students’ attention on the learning targets and ask them to chorally read each one aloud:<ul style="list-style-type: none"><li>* “I can determine the meaning of words, using a variety of strategies.”</li><li>* “I can describe the characters in ‘The Wolves and the Sheep’ and explain how their actions contribute to the sequence of events.”</li><li>* “I can express an opinion about the wolves in this fable and support my opinion with reasons.”</li></ul></li><li>• Point out that these targets are similar to ones students have been working toward during the second half of this unit, then invite a few students to share out a restatement of each target.</li><li>• Direct students’ attention to the posted <b>Guiding Questions anchor chart</b>. Then, ask a volunteer to remind the class of the guiding questions for this unit:<ul style="list-style-type: none"><li>* “What lessons can be learned from traditional stories?”</li><li>* “Who is the wolf in fiction?”</li></ul></li><li>• Explain to students that today, for the End of Unit 1 Assessment, Part 1, they will read a new fable featuring a pack of wolves, called “The Wolves and the Sheep,” and demonstrate all they have learned about how to analyze characters and their actions, determine the meaning of key terms using multiple strategies, and express an opinion about the best word to describe the wolf. This serves to further develop their understanding of how lessons are conveyed through traditional stories, and more specifically how who the wolf is in traditional stories contributes to conveying that lesson.</li></ul>	<ul style="list-style-type: none"><li>• Allow students who struggle with articulating their ideas aloud to exchange T-charts with their partners to read silently and then discuss.</li><li>• Provide sentence starters as needed to allow all students access to group discussions.</li></ul>



Work Time	Meeting Students’ Needs
<p><b>A. End of Unit 1 Assessment, Part 1 (35 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the story “<b>The Wolves and the Sheep</b>” and the <b>End of Unit 1 Assessment, Part 1: “The Wolves and the Sheep” Character Analysis and Opinion Writing</b>.</li><li>• Take some time to orient students to the assessment without giving them any of the answers. Tell students to closely review the directions and then complete the assessment. Clarify as needed.</li><li>• Remind the class that because this is an assessment, it is to be completed independently; however, if students need assistance, they should raise their hand to speak with a teacher.</li><li>• Circulate and support students as they work. During an assessment, prompting should be minimal; however, encourage students to refer to the charts they have pasted into their <b>journals</b> as well as the <b>Opinion Writing anchor chart</b> for support during the assessment.</li><li>• If students finish the assessment early, they may begin filling out their Tracking My Progress forms or reading their independent reading book.</li><li>• Once students have completed their assessments, praise them for their focus and ability to demonstrate what they have learned about analyzing the characters in traditional stories, using multiple strategies to determine word meaning, and sharing an opinion that is supported by key details from the story.</li><li>• Tell students to hold on to their assessments to refer to as they complete their Tracking My Progress forms and for the debrief.</li></ul>	<ul style="list-style-type: none"><li>• If students receive accommodations for assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study, as well as the goals of the assessment.</li></ul>
<p><b>B. Tracking My Progress (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute a <b>Tracking My Progress, End of Unit 1 recording form</b> to each student. Remind students that this form is like the progress trackers they completed after taking the mid-unit assessment, then provide clarification as necessary.</li><li>• Ask students to refer to their responses on Part 1 of the End of Unit 1 Assessment as they reflect on their ability to meet each of the targets.</li><li>• Once students complete their progress trackers, ask them to hang on to their tracking forms and assessment texts for the Closing of the lesson. Collect students’ assessments to score using the <b>End of Unit 1 Assessment: Opinion Writing and Fluency, Part 1: “The Wolves and the Sheep” Character Analysis and Opinion Writing (answers, for teacher reference)</b> and the <b>2-Point Rubric, Short Response (for teacher reference)</b>.</li></ul>	<ul style="list-style-type: none"><li>• Allow students who struggle with expressing their ideas through writing to dictate their reflections to you or another adult to scribe.</li></ul>



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Debrief: Narrative Elements and Who Is the Wolf in Fiction? (7 minutes)</b></p> <ul style="list-style-type: none"><li>• Focus students’ attention on the <b>Narrative Elements anchor chart</b> and review the information added to the chart during Lessons 2–8.</li><li>• Ask students to think about their responses to the assessment questions and refer to the story “The Wolves and the Sheep” to discuss with nearby peers: “What did we read today that could be added to the columns on our Narrative Elements anchor chart?”</li><li>• After 2 or 3 minutes, invite students to share their ideas whole class. Add students’ ideas to appropriate columns of the anchor chart, listening for suggestions like:<ul style="list-style-type: none"><li>– “The setting is a pasture.”</li><li>– “The characters are the wolves, the sheep, and the dogs.”</li><li>– “Key events are that the wolves convince the sheep to send the dogs away; once the dogs go away, the wolves eat the sheep.”</li><li>– “The central problem is that the wolves can’t get to the sheep while the dogs are there; their problem is solved when the sheep convince the dogs to go away,” etc.</li></ul></li><li>• Focus students’ attention on the <b>Who Is the Wolf in Fiction anchor chart</b> and ask them to discuss with nearby partners: “How would you describe the wolves in this story? Why?”</li><li>• After 1 or 2 minutes, invite a few students to share their thinking aloud and add students’ ideas to the anchor chart. Listen for suggestions like: “Sneaky, tricky, liars,” etc.</li></ul>	<ul style="list-style-type: none"><li>• Provide sentence starters and frames as needed, so all students can share their thinking during the debrief.</li><li>• Offer sentence frames to support all students’ ability to share reflections; for example: “I think I have mastered ____ because ____”; and “I’m still struggling with ____ because ____.”</li></ul>
<p><b>B. Sharing Reflections (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to join a partner who is <i>not</i> a part of their regular small group to share reflections from their progress trackers.</li><li>• After 1 or 2 minutes, invite several students to share their thinking whole group.</li><li>• Collect students’ progress trackers to review.</li></ul>	



Homework	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Reread “The Wolves and the Sheep” aloud and self-assess fluency.</li><li>• Identify one area of fluency criteria you want to practice further. Practice improving your fluency in the area you chose by rereading “The Wolves and the Sheep” aloud at least three times, then reassessing your fluency.</li><li>• On the back of your Fluency Self-Assessment, reflect on your personal progress by writing a response to the following question:<ul style="list-style-type: none"><li>– “How does reading fluently help you to better understand what you are reading?”</li></ul></li></ul> <p><i>Note: Review Lesson 11 (Part 2 of the End of Unit 1 Assessment) to determine and then set up centers that students may work in while individual fluency assessments are administered. Also, be sure to review each of the three texts that can be used for fluency assessment to determine which text you will ask each student to read and to establish an assessment schedule.</i></p>	<ul style="list-style-type: none"><li>• Provide an audio version of “The Wolves and the Sheep” for struggling readers to practice reading aloud with.</li><li>• Allow students who struggle with writing to dictate their reflection to someone at home to scribe for them.</li></ul>



EXPEDITIONARY  
LEARNING

# Grade 3: Module 3B: Unit 1: Lesson 10

## Supporting Materials



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“The Wolves and the Sheep”

A pack of Wolves lurked near the Sheep pasture. But the Dogs kept them all at a respectful distance, and the Sheep grazed in perfect safety. But now the Wolves thought of a plan to trick the Sheep.

"Why is there always this hostility between us?" said the wolves to the sheep. "If it were not for those Dogs who are always stirring up trouble, I am sure we should get along beautifully. Send them away and you will see what good friends we shall become."

The Sheep were easily fooled. They persuaded the Dogs to go away, and that very evening the Wolves had the grandest feast of their lives.

*It is unwise to give up friends for foes.*

**GLOSSARY**

Word	Meaning
graze	Eat grass in fields.
hostile	Very unfriendly.
lurk	Wait in a dark or shadowy area with the goal of doing something bad or harmful.



End of Unit 1 Assessment, Part 1:  
“The Wolves and the Sheep” Character Analysis and Opinion Writing

**Long-Term Learning Targets Assessed:**

- I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3)
- I can determine the meaning of unknown words and phrases, choosing from a range of strategies. (L.3.4)
- I can write opinion pieces, supporting a point of view with reasons. (W.3.1)

**Directions:**

- a. Read the fable “The Wolves and the Sheep” once to determine the gist.
- b. Review the Character chart and text-dependent questions.
- c. Reread the text to help you complete the chart and answer the questions.

**Directions for completing the chart:**

For each character:

1. Fill in the blanks in the “Motivation” column with details from the story that describe what the characters say, think, and/or feel.
2. Fill in the blanks in the “Actions” column with details from the story that describe what the characters do.
3. Look carefully at the details you recorded; then, in a few words, explain what you think the wolves “Want.”
4. Based on what the characters say, think, feel, want, and do, fill in the blank with one word you think describes the characters’ “Traits” in the third column.
5. What happens to the characters as a result of their motivations, actions, and traits? Record your thinking in the “Result” box.



End of Unit 1 Assessment, Part 1:  
“The Wolves and the Sheep” Character Analysis and Opinion Writing

“The Wolves and the Sheep”

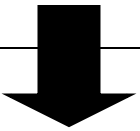
Character	MOTIVATION: What does the character want? (what the character says, thinks, feels)	ACTIONS: What does the character do?	TRAITS: What is the character like?
Wolves	<p>SAYS/THINKS/FEELS: – Thinks of a plan to trick the sheep.</p> <hr/> <hr/> <hr/> <hr/> <p>WANTS:</p> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>



Result



Character	MOTIVATION: What does the character want? (what the character says, thinks, feels)	ACTIONS: What does the character do?	TRAITS: What is the character like?
<b>Sheep</b>  	<b>SAYS/THINKS/FEELS:</b> – Think they are safe. – Feel like they can trust the wolves; can be friends.  <b>WANTS:</b> To be friends with the wolves.	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>



Result



End of Unit 1 Assessment, Part 1:  
“The Wolves and the Sheep” Character Analysis and Opinion Writing

**Lesson:** *It is unwise to give up friends for foes.*

1. At the beginning of the story, we learn that the dogs kept the wolves, “... at a **respectful** distance ...” Use context clues to choose the correct definition for the word **respectful**:
  - a. Safe.
  - b. Close.
  - c. Unknown.
2. The wolves ask the sheep, “Why is there always this **hostility** between us?” Refer to the glossary to help you determine the meaning of the word **hostility**. Then, record a definition for the word **hostility** on the line below.  
  
\_\_\_\_\_

3. Number the following events in the order in which they happened.

\_\_\_\_\_ The wolves tell the sheep to send the dogs away so they can be friends.

\_\_\_\_\_ The sheep graze in perfect safety.

\_\_\_\_\_ The sheep persuade the dogs to go away.

\_\_\_\_\_ The wolves have the grandest feast of their lives.

\_\_\_\_\_ The wolves tell the sheep that the dogs are always stirring up trouble.



End of Unit 1 Assessment, Part 1:  
“The Wolves and the Sheep” Character Analysis and Opinion Writing

4. The first sentence of the story says, “A pack of Wolves lurked near the Sheep pasture.” Which of the following is a reason why the wolves lurked near the sheep pasture?
- a. Because they wanted to be friends with the dogs.
  - b. Because they wanted to be friends with the sheep.
  - c. Because they wanted to persuade the dogs to go away.
  - d. Because they wanted to figure out a way to eat the sheep.

5. The lesson conveyed by this fable is: *It is **unwise** to give up friends for **foes**.*

Part A: Based on your understanding of the affix “un-” and the root word “wise,” write a definition for **unwise** on the line below.

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Part B: Use context clues to help you determine the meaning of the word **foes**:

- a. Guards.
- b. Enemies.
- c. Guests.

Part C: Use your understanding of the above key terms to restate the lesson of this fable in your own words.



End of Unit 1 Assessment, Part 1:  
“The Wolves and the Sheep” Character Analysis and Opinion Writing

Word Bank

lurked respectful hostility fooled persuaded

feast unwise foes

6. FOCUS QUESTION: What word best describes the wolves in this story? Why?

- State your opinion. (Be sure to use key words from the focus question.)
- Support your opinion with at least one reason based on key details from the story.
- Write a concluding statement.
- Use linking words to connect ideas.
- Include at least two key terms from the Word Bank and/or Glossary.

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End of Unit 1 Assessment, Part 1:  
“The Wolves and the Sheep” Character Analysis and Opinion Writing  
(Answers, for Teacher Reference)

“The Wolves and the Sheep”

Character	MOTIVATION: What does the character want? (what the character says, thinks, feels)	ACTIONS: What does the character do?	TRAITS: What is the character like?
Wolves	<p><b>SAYS/THINKS/FEELS:</b></p> <ul style="list-style-type: none"> <li>– Thinks of a plan to trick the sheep.</li> <li>– <b>“Why is there always this hostility between us?”</b></li> <li>– <b>“If it were not for those Dogs who are always stirring up trouble, I am sure we should get along beautifully.”</b></li> <li>– <b>“Send them away and you will see what good friends we shall become.”</b></li> </ul> <p><b>WANTS: The dogs to go away.</b></p>	<p><b>Lurked near the sheep pasture.</b></p> <p><b>Talked sheep into sending the dogs away.</b></p> <p><b>Had a feast.</b></p>	<p><b>Clever</b></p> <p><b>Mean</b></p> <p><b>Tricky; sneaky; liars (or similar ideas)</b></p>

Result

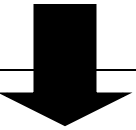
**Feast on the sheep; eat all the sheep.**



End of Unit 1 Assessment, Part 1:  
“The Wolves and the Sheep” Character Analysis and Opinion Writing  
(Answers, for Teacher Reference)

“The Wolves and the Sheep”

Character	MOTIVATION: What does the character want? (what the character says, thinks, feels)	ACTIONS: What does the character do?	TRAITS: What is the character like?
Sheep	<b>SAYS/THINKS/FEELS:</b> – Think they are safe. – Feel like they can trust the wolves; can be friends.  <b>WANTS:</b> To be friends with the wolves.	<b>Grazed in safety.</b> <b>Listened to wolves.</b> <b>Persuaded dogs to go away.</b>	<b>Friendly</b>  <b>Easily fooled</b>  <b>Foolish; trusting (or similar ideas)</b>



Result
<b>Eaten by the wolves.</b>



End of Unit 1 Assessment, Part 1:  
“The Wolves and the Sheep” Character Analysis and Opinion Writing  
(Answers, for Teacher Reference)

**Lesson:** *It is unwise to give up friends for foes.*

1. At the beginning of the story, we learn that the dogs kept the wolves, “... at a **respectful** distance ...” Use context clues to choose the correct definition for the word **respectful**:
  - a. **Safe.**
  - b. Close.
  - c. Unknown.
2. The wolves ask the sheep, “Why is there always this **hostility** between us?” Refer to the glossary to help you determine the meaning of the word **hostility** (HINT: see “hostile”). Then, record a definition for the word **hostility** on the line below.

**Hostility means they are not friendly; the wolves and the sheep do not get along.**

3. Number the following events in the order in which they happened.
  - (3) The wolves tell the sheep to send the dogs away so they can be friends.
  - (1) The sheep graze in perfect safety.
  - (4) The sheep persuade the dogs to go away.
  - (5) The wolves have the grandest feast of their lives.
  - (2) The wolves tell the sheep that the dogs are always stirring up trouble.
4. The first sentence of the story says, “A pack of Wolves lurked near the Sheep pasture.” Which of the following is a reason why the wolves lurked near the sheep pasture?
  - a. Because they wanted to be friends with the dogs.
  - b. Because they wanted to be friends with the sheep.
  - c. Because they wanted to persuade the dogs to go away.
  - d. Because they wanted to figure out a way to eat the sheep.**



End of Unit 1 Assessment, Part 1:  
“The Wolves and the Sheep” Character Analysis and Opinion Writing  
(Answers, for Teacher Reference)

5. The lesson conveyed by this fable is: *It is **unwise** to give up friends for **foes**.*

Part A: Based on your understanding of the affix “un-” and the root word “wise,” write a definition for **unwise** on the line below.

**Unwise means not smart.**

Part B: Use context clues to help you determine the meaning of the word **foes**:

a. Guards.

**b. Enemies.**

c. Guests.

Part C: Use your understanding of the above key terms to restate the lesson of this fable, in your own words.

**The lesson of this story is that it is not smart to tell your friends to go away so you can spend time with your enemies; your enemies will hurt you if you send your friends away (or similar ideas).**



End of Unit 1 Assessment, Part 1:  
“The Wolves and the Sheep” Character Analysis and Opinion Writing  
(Answers, for Teacher Reference)

Word Bank

lurked respectful hostility fooled persuaded

a. feast unwise foes

6. FOCUS QUESTION: What word best describes the wolves in this story? Why?
- State your opinion. (Be sure to use key words from the focus question.)
  - Support your opinion with at least two reasons based on key details from the story.
  - Write a concluding statement.
  - Use linking words to connect ideas.
  - Include at least two key terms from the Word Bank and/or Glossary.

**(sample paragraph)**

**I think the best word to describe the wolves in this story is liars because they *fooled* the sheep. First, the wolves tell the sheep that the only reason they are not friends is because the dogs are always causing trouble. However, after the sheep *persuaded* the dogs to go away, the wolves ate them. Therefore, the best way to describe the wolves in this story would be to call them liars.**



2-Point Rubric—Short Response

<b>2-point Response</b>	The features of a 2-point response are:
	<ul style="list-style-type: none"><li>• Valid inferences and/or claims from the text where required by the prompt</li><li>• Evidence of analysis of the text where required by the prompt</li><li>• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt</li><li>• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt</li><li>• Complete sentences where errors do not impact readability</li></ul>
<b>1-point Response</b>	The features of a 1-point response are:
	<ul style="list-style-type: none"><li>• A mostly literal recounting of events or details from the text as required by the prompt</li><li>• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt</li><li>• Incomplete sentences or bullets</li></ul>
<b>0-point Response</b>	The features of a 0-point response are:
	<ul style="list-style-type: none"><li>• A response that does not address any of the requirements of the prompt or is totally inaccurate</li><li>• No response (blank answer)</li><li>• A response that is not written in English</li><li>• A response that is unintelligible or indecipherable</li></ul>

<sup>1</sup>From New York State Department of Education, October 6, 2012.



Tracking My Progress, End of Unit 1

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

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

Learning Target: I can determine the meaning of words by choosing from a variety of strategies.

1. The target in my own words is:

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2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:

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Tracking My Progress, End of Unit 1

Learning Target: I can describe the characters in “The Wolves and the Sheep” and explain how their actions contribute to the sequence of events.

1. The target in my own words is:

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2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:

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Tracking My Progress, End of Unit 1

**Learning Target:** I can express an opinion about the wolves in this fable and support my opinion with reasons.

1. The target in my own words is:

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2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:

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EXPEDITIONARY  
LEARNING

# **Grade 3: Module 3B: Unit 1: Lesson 11**

## **End of Unit 1 Assessment, Part 2: Reading Fluently**



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Long-Term Target Addressed (Based on NYSP12 ELA CCLS)	
I can read with sufficient accuracy and fluency to support comprehension. (RF.3.4)	
Supporting Learning Target	Ongoing Assessment
<ul style="list-style-type: none"><li>I can read an unfamiliar text accurately and fluently.</li></ul>	<ul style="list-style-type: none"><li>Fluency Self-Assessment (continued from Lesson 2 homework)</li><li>End of Unit 1 Assessment, Part 2</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Reviewing Homework and Engaging the Reader (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. End of Unit 1 Assessment, Part 2 (50 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Debrief and Reviewing Learning Target (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Read independently for at least 20 minutes; choose one paragraph or page from your independent text to read aloud for fluency practice.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students take Part 2 of the End of Unit 1 Assessment. Each student reads one of three passages aloud, while you conduct a running record and assessment of individual students' fluent reading skills. If your school and/or district already has an established fluency program, this assessment is optional, but recommended.</li><li>• This assessment is done one student at a time. Determine which student you will assess first, second, and so forth. Consider assessing stronger readers first, using the poem "A Wolf in the Park" (Lexile 780), so less proficient readers will have additional time to practice. Use the fable "The Wolf and the Sheep" (Lexile 700) for grade-level readers. For struggling readers, use the folktale "The Tricky Wolf and the Rats" (Lexile 620). Since it may not be possible to assess all students' fluent reading skills during this 60-minute lesson, find ways to set aside additional time during the day and/or school week to complete the assessments. Or consider setting up stations with audio/video equipment, so students can record themselves reading aloud for you to review later.</li><li>• In advance:<ul style="list-style-type: none"><li>– Create centers and/or determine other assignments for students to work on while individual fluency assessments are administered (for ideas about fluency and language skills work that could be done in centers, see the stand-alone document on EngageNY.org: Foundational Reading and Language Standards Resource Package for Grades 3–5).</li><li>– Determine which of the three assessment texts you will use to assess each student. Make enough copies of each so you can conduct a running record (see supporting materials for assessment texts and teacher directions and resources).</li></ul></li></ul>



Lesson Vocabulary	Materials
accurately, fluently	<ul style="list-style-type: none"><li>• Materials for Centers (at teacher discretion; see Teaching Notes)</li><li>• Fluency Self-Assessment (from Lesson 2; students' own)</li><li>• Fluency Assessment Text 1: "The Tricky Wolf and the Rats" (one per student being assessed with this text)</li><li>• Fluency Assessment Text 2: "The Wolf and the Sheep" (one per student being assessed with this text)</li><li>• Fluency Assessment Text 3: "A Wolf in the Park" (one per student being assessed with this text)</li><li>• End of Unit 1 Assessment, Part 2: Reading Fluently (directions and resources, for teacher reference)</li><li>• Narrative Elements anchor chart (from Lesson 4)</li><li>• Who Is the Wolf in Fiction anchor chart (from Lesson 2)</li><li>• Guiding Questions anchor chart (from Lesson 1)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Reviewing Homework and Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"><li>Remind students that for homework they were to reread “The Wolves and the Sheep” to practice fluency skills and then reflect on the question:<ul style="list-style-type: none"><li>* “How does reading fluently help you to better understand what you are reading?”</li></ul></li><li>Give students 2 minutes to refer to the reflections they recorded and then turn to a nearby partner to discuss their thinking.</li><li>Invite a few students to share out ideas from partner discussions, listening for ideas like:<ul style="list-style-type: none"><li>– “Reading with appropriate expression (happy, sad, angry, joyful, etc.) helps me better understand what the characters are feeling and their reactions to events.”</li><li>– “Reading at just the right pace (rate) allows me to process what I’m hearing and form mind pictures of what’s described in the book.”</li><li>– “Reading with accurate phrasing and punctuation helps me understand the order of events (then, and, but) and what the characters are trying to express (question, surprise/exclamation),” etc.</li></ul></li><li>Introduce and ask students to read the learning target aloud:<ul style="list-style-type: none"><li>* “I can read an unfamiliar text accurately and fluently.”</li></ul></li><li>Underline the words <i>accurately</i> and <i>fluently</i> and tell students that today they will each get to show you how far they have progressed toward the fluency goals they established and have been working toward throughout this unit, as they take Part 2 of the End of Unit 1 Assessment.</li></ul>	<ul style="list-style-type: none"><li>Provide sentence frames as needed, to allow all students access to partner and group discussions; for example: “Reading with ____ better helps me understand the text because ____.”</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. End of Unit 1 Assessment, Part 2 (50 minutes)</b></p> <ul style="list-style-type: none"><li>• Explain that the fluency assessments will be administered individually, so students not being assessed will need to work either independently or with peers at a designated center until it is their turn to read aloud for you.</li><li>• Point out each <b>center</b> students may work at during this time. Then briefly explain the purpose and process for each center. Clarify as needed.</li><li>• Review independent Work Time expectations as needed, then direct students to their pre-assigned centers.</li><li>• Call the first student you want to assess to come meet with you and tell the student to bring his/her <b>Fluency Self-Assessment</b> along. Take a moment to review and discuss the student's goal(s) and reflections so you may offer specific and positive feedback related to specific goals the student has established and worked toward after hearing her/him read aloud.</li><li>• Give the student a copy of his/her pre-assigned assessment text:<ul style="list-style-type: none"><li>– <b>Fluency Assessment Text 1: "The Tricky Wolf and the Rats"</b></li><li>– <b>Fluency Assessment Text 2: "The Wolf and the Sheep"</b> or</li><li>– <b>Fluency Assessment Text 3: "A Wolf in the Park"</b></li></ul></li><li>• Take a moment to orient the student to the text and when the student is ready, ask him or her to begin reading. For guidance, refer to the <b>End of Unit 1 Assessment, Part 2: Reading Fluently (directions and resources, for teacher reference)</b>.</li><li>• After the student finishes reading the passage aloud, take a moment to reflect with the student:<ul style="list-style-type: none"><li>* "What do you think did well as you read aloud?"</li><li>* "What would you still like to work on?"</li></ul></li><li>• Offer the student brief, but specific and positive praise regarding progress toward fluency goals and collect her or his Fluency Self-Assessment, to review.</li><li>• Be sure to explain to the student what s/he should begin working on (which center to join), then call the next student you want to assess.</li><li>• Repeat the process described above with each student in your class. Pause periodically between individual assessments, to direct students to rotate centers and/or move on to other work, as needed.</li><li>• Assess as many students as you can during this 50-minute block. If you are not able to assess all students, determine another time during the day or school week to complete individual assessments.</li></ul>	<ul style="list-style-type: none"><li>• Keep independent Work Time expectations posted for all students' reference.</li><li>• Consider using visual and/or auditory cues (a large image or sound like a horn/bell) to signal to students when it is time to rotate to a new center.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Reviewing Learning Target (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Bring students together whole group and focus their attention on the <b>Narrative Elements</b> and <b>Who Is the Wolf in Fiction anchor charts</b>.</li><li>• Ask students to review the details on both charts to consider and then discuss with a nearby peer:<ul style="list-style-type: none"><li>* “What patterns do you notice?”</li><li>* “What similarities are there between the wolf characters in these stories (motivations, actions, traits, results, lessons that can be learned)?”</li></ul></li><li>• After 2 or 3 minutes, invite a few students to share their thinking aloud.</li><li>• Then, focus students’ attention on the <b>Guiding Questions anchor chart</b> and ask: “Based on details from the anchor charts, your notes, and the stories we’ve read, what do you think are the big ideas of this unit?”</li><li>• Again, invite students to turn to a nearby peer to discuss their thinking.</li><li>• After 1 minute, invite a few students to share out whole group. Listen for suggestions like:<ul style="list-style-type: none"><li>– “We can learn important lessons by reading about how characters in different stories act and what happens to them as a result of what they do.”</li><li>– “The wolf in fiction is usually mean, trying to sneak into a flock of sheep, trick sheep or shepherds.”</li></ul></li><li>• Congratulate students on their work in this unit to develop an understanding of how traditional stories like folktales and fables convey a central message or lesson to the reader and how the wolf in traditional stories is portrayed.</li><li>• Explain to students that in the next unit they will begin to learn about what wolves are like in real life in comparison to how they are portrayed in stories.</li></ul>	<ul style="list-style-type: none"><li>• Provide sentence starters to support all students’ ability to participate in partner and group discussions.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read independently for at least 20 minutes.</li><li>• Choose one paragraph or page from your independent text to read aloud for fluency practice.</li></ul>	<ul style="list-style-type: none"><li>• Provide audio recordings of independent texts, as available, for struggling readers.</li></ul>



EXPEDITIONARY  
LEARNING

# Grade 3: Module 3B: Unit 1: Lesson 11

## Supporting Materials



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Fluency Assessment Text 1:  
“The Tricky Wolf and the Rats”

Once upon a time a Big Rat lived in the forest, and many hundreds of other Rats called him their Chief.

A Tricky Wolf saw this troop of Rats, and began to plan how he could catch them. He wanted to eat them, but how was he to get them? At last he thought of a plan. He went to a corner near the home of the Rats and waited until he saw one of them coming. Then he stood up on his hind legs.

The Chief of the Rats said to the Wolf, “Wolf, why do you stand **on** your hind legs?”

“Because I am lame,” said the Tricky Wolf. “It hurts me to stand on my front legs.”

“And why do you keep your mouth open?” asked the Rat.

“I keep my mouth open so that I may drink in all the air I can,” said the Wolf. “I live on air; it is my only food day after day. I cannot run or walk, so I stay here. I try not to complain.” When the Rats went away the Wolf lay down.

The Chief of the Rats was sorry for the Wolf, and he went each night and morning with all the other Rats to talk with the Wolf, who seemed so poor, and who did not complain.

Each time as the Rats were leaving, the Wolf caught and ate the last one. Then he wiped his lips, and looked as if nothing had happened. Each night there were fewer Rats at bedtime. Then they asked the Chief of the Rats what the trouble was. He could not be sure, but he thought the Wolf was to blame.

So the next day the Chief said to the other Rats, “You go first this time and I will go last.”

They did so, and as the Chief of the Rats went by, the Wolf made a spring at him. But the Wolf was not quick enough, and the Chief of the Rats got away.

“So this is the food you eat. Your legs are not so lame as they were. You have played your last trick, Wolf,” said the Chief of the Rats, springing at the Wolf’s throat. He bit the Wolf, so that he died. And ever after the Rats lived happily in peace and quiet.

(408 words)



Fluency Assessment Text 2:

"The Wolf and the Sheep"

A Wolf had been hurt in a fight with a Bear. He was unable to move and could not satisfy his hunger and thirst. A Sheep passed by near his hiding place, and the Wolf called to him.

"Please fetch me a drink of water," he begged, "that might give me strength enough so I can get me some solid food."

"Solid food!" said the Sheep. "That means me, I suppose. If I should bring you a drink, it would only serve to wash me down your throat. Don't talk to me about a **drink**!"

*A knave's hypocrisy is easily seen through.*

(107 words)



Fluency Assessment Text 3:

“A Wolf in the Park”

**A wolf in the park**

Is there a wolf,  
A wolf in the park,  
A wolf who wakes when the night gets dark?  
Is there a wolf in the park?

Is there a wolf,  
A wolf who creeps  
From his hidden den while the city sleeps?  
Is there a wolf in the park?  
Is there a wolf,  
Whose nightly track  
Circles the park fence, zigzags back?  
Is there a wolf in the park?

Is there a wolf,  
Who pads his way  
Between the tables of the closed café,  
Is there a wolf in the park?  
Is there a wolf,  
A wolf whose bite  
Left those **feathers** by the pond last night,  
Is there a wolf in the park?

Is there a wolf?  
No one knows,  
But I’ve heard a howl when the full moon glows ...  
Is there a wolf in the park?

(136 words)



**End of Unit 1 Assessment, Part 2:**

Reading Fluently

(Directions and Resources, for Teacher Reference)

*Teacher Note: The 100th word in each assessment text is bolded and underlined. If desired, this can be used to make calculating accuracy as a percentage (words correct out of 100) easier.*

**Directions:**

Use the fluency and accuracy rates established by your district and/or the state of New York to determine each student's level of fluent reading. You may also refer to the following links for additional information about "Running Records":

- General information and links about running records:  
<http://www.learnnc.org/lp/editions/readassess/977>
- Quantitative analysis of fluent reading skills:  
<http://www.learnnc.org/lp/editions/readassess/981>

As students read aloud, refer to the criteria described on the Fluency Self-Assessment (from Lesson 2) to record additional observations about individual students' fluent reading abilities.