

WOLVES

By - Karen Dunn

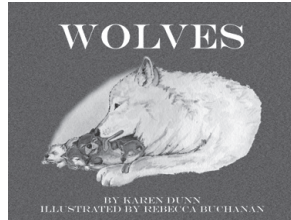
Illustrated by - Rebecca Buchanan

Genre - Recount

Set 20 - 837 Words

Building Anticipation - Setting the Context

Start a discussion about pets. Ask if anyone has a dog. Ask if children know of an animal that lives in the wild that is related to dogs. Do a KWL chart about wolves.



Introduction

Tell students that they will be learning more about wolves and that once the book is read, they will go back to the KWL chart and add the new information.

Pass out the books and look at the Table of Contents. Read pages 2 to 5 together and talk about the differences between dogs and wolves. Turn to the Glossary and Index. Assign each student a word from the Glossary and ask them to find its meaning and share it.

Next use the Index to discuss where particular topics can be found. As this is a more challenging book, you may decide to use it with your more competent readers. Or you may decide to approach most of it as a shared reading experience.

Discussion - Book Talk

Right there questions:

- What family do wolves and dogs belong to?
- How do wolves move most of the time?
- Which paw prints are closer together, the wolf or the dog? Why?
- Why do wolves need long legs?
- What are baby wolves called?

Search and find questions:

- Name some ways dogs and wolves are different.
- How does the wolf look upon people?
- Why is the wolf able to kill its prey?
- How can you recognize the alpha wolf?
- When and why does a wolf howl?
- What does it mean when a wolf is territorial?

On your own questions:

- Some of the words in the book are in bold. Why did the author do this?
- Why do you think the alpha male gets to eat first?
- Can you think of another animal that eats regurgitated food?
- Can you think of other animals that camouflage themselves?
- Why does the wolf consider people as the enemy?

Creative Response – Independent Practice

Be a Detective

Use the reproducible master to have students search for details. After the book has been read, ask students, either alone or in pairs, to fill in the details. They must locate the page where information is found.

Writing Workshop

Ask the students to use the information from the book, *Wolves*, and complete a Venn diagram to compare the dog and the wolf.

Research

Think of other animals that are found in the wild but have relatives that are domestic. Answers can include, cats, horses and fish. Ask the students to choose a domestic animal and its wild relative and research them, i.e, farm horse and zebra. Once facts are found, ask students to put these in a Venn diagram. The Venn diagram could be glued on Bristol board and students could add illustrations of the animals. Students can practice reading the information and make a presentation.

Poetry Writing

Read the chapter about the wolves from *By the Shores of Silver Lake* by Laura Ingalls Wilder. How does she feel about the wolves? Brainstorm words and write them on a chart. What are some words to describe a wolf? What is it about a wolf that you admire? What do you respect? What do you fear? What do you hate? What do you love?

Read Aloud and Poetry Connections

- By the Shores of Silver Lake* by Laura Ingalls Wilder, Scholastic, 1990.
- Paul and the Wolf* by Margo Lemieux, Silver Press, 1996.
- Peter and the Wolf* retold by Michele Lemieux, Kids Can Press, 1991.
- The Land of Grey Wolf* by Thomas Locker, Dial Books, 1991.

Learning about Language – Focused Teaching

- High Frequency Words - usually, difference, between, hour, closer, most, mostly
- Interest Words - canine, prey, weighs, wild, survive, shelter, camouflage, muzzle, adult, alpha, litter, detect, territory, regurgitated
- Word Families and Letter Clusters - *ong* family: strong, long
- Structural Features of Words - Ending *er*: taller, thinner - Compound words: footprint, away
- Text Features - Bold print - Simile - Technical language for animal characteristics

BE A DETECTIVE !

Search in the book, *Wolves*, for the following information.

See if you can be a great detective and find all the pieces of evidence and facts that *The Wolf Detective Agency* is looking for.

When a cubs' milk teeth start to grow _____ Page __

What family both wolves and dogs belong to _____ Page __

How fast a wolf can run _____ Page __

What a dog need man for _____ Page __

What helps camouflage an Arctic wolf _____ Page __

The boss wolf is called the _____ Page __

Who eats first _____ Page __

What do wolves eat _____ Page __

Two ways wolves detect their prey _____ Pages __

What are four ways wolves talk? Pages _____
