

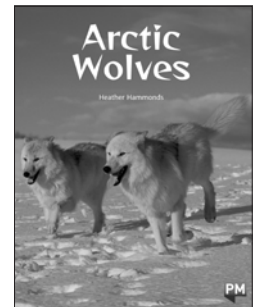
Arctic Wolves

PM Level 23

Silver

Text Type Information Report

Running Words 1008



Preparing for Guided Reading

Prior Knowledge

- Discuss where the Arctic is with students and what the basic characteristics of the region are. Invite students to share any knowledge they already have about the Arctic.
- Students should be familiar with the basic structure of an information report, including the general statement, description and evaluation.

Orientation to the Text

- Arctic wolves live in one of the coldest places on Earth. Learn about how they live and survive in such a challenging environment.

Building the Balanced Reader

Vocabulary

Key Vocabulary

behave, communicate, environment, freezing, protected, safely, separate, survive, wolves

Content Words

apex predators, Arctic, caribou, climate change, dominant, musk oxen, packs, permafrost, regurgitate, remote, scientists, travel, territory, tundra

Decoding

- Draw students' attention to singular and plural forms of words, such as *wolf* and *wolves* on page 4 and *ox* and *oxen* on page 5.
- Encourage students to read through to the end of a longer word by running their finger underneath it as they say it.
- Look at the word *caribou* together. Ask, *How many syllables are in this word? What are the vowel sounds in each syllable?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *What type of text do you think this is? What tells you this?* Invite students to share what they already know about wolves in general and what they think they might find out about Arctic wolves.
- Read pages 2–3 together. Highlight the importance of looking at everything on the page, including the map and the image labels. Ask, *Why do you think the author included a map? What extra information does it give us?*

- Read to page 7. Introduce or revise the concept of cause and effect. Ask, *What causes animals, such as snow geese, to fly south in the winter?*
- Look at page 9 with students. Discuss each of the different elements on the page, including the picture captions. Ask, *What information is in the green box? Why do you think the author chose to put it there?*
- Read page 12 together. Ask, *What causes wolves to use small caves as a den, or shelter under rocks? What effect do you think this has?*
- Look at the images on page 13 and invite students to explain in their own words what the word *regurgitate* means. Ask, *How does the picture and caption at the bottom of the page help you to understand the words?*
- Read to page 20. Ask, *What is causing challenges for musk oxen, caribou and Arctic hares? What effect does this have on Arctic wolves?*
- Return to the start of the book and review all the information in the green fact boxes. Ask, *What sort of information has the author included in these green boxes? Why do you think she did this?*

Comprehension

- What are family groups of Arctic wolves called? (*Literal*)
- Why do you think Arctic wolves don't travel to warmer places in winter, like the snow geese do? (*Inferential*)
- What do you think could be done to protect animals such as the Arctic wolf? (*Applied Knowledge*)

Follow-up Activities

- Make a list of animals that students are aware of that migrate in the winter. Together, read more about one or two of these animals. Discuss what causes the animals to migrate and what might happen if they did not migrate.
- Look at a Köppen–Geiger climate classification map of the world with students, either in print or online. Give students time to explore the map with a partner, then discuss their observations. Talk about how to interpret the information on the map and invite students to make statements about it.

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Learning Intentions

- We are learning to identify causes and effects.
- We are learning to identify how to interpret visual information.

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Success Criteria

- I can explain what causes the events in the text and the effects they had.
- I can explain the information a map is giving.
- I can use picture captions to help me understand the text.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up