

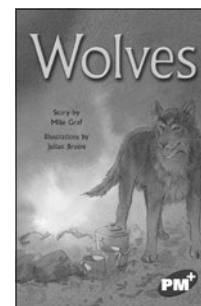
Wolves

PM Level 28

Ruby

Text Type Narrative

Running Words 2485



Preparing for Guided Reading

Orientation to the Text

- Kaitlyn and her father are camping out in Glacier National Park. Kaitlyn hears some eerie howling at night, and the next day, they find signs that wolves may have been in the area. But wolves were thought to be extinct from the park. That night, they hear more howling, and discover a family of wolves outside their tent.

Prior Knowledge

- Explain to students that this book is set in the Glacier National Park. Have students find this park using their atlases (it is in the Northern Hemisphere).

Building the Balanced Reader

Grammatical Conventions

- Discuss third person pronouns used in the text, e.g. *he, she, they, their*.
- Identify the example of personification in the text on p. 14, where the author's language gives human qualities to an object, e.g. "Wolves... wolves..." *the mountains replied*.
- Discuss how the author uses puns to create humour, e.g. "I watch every bite".

Vocabulary

Key Vocabulary

adjusted, appetite, biologists, cascaded, controversial, coyote, echoing, eerie, extinction, glaciers, glistened, granola, ignited, incredible, jagged, observing, peering, perked, scrambled, silhouettes, speckled, strutted, summit, surrounding, trudging, wilderness

Spelling

- Focus on the singular and plural of the title (*wolf/wolves*). Have students define the rule that tells us *wolf* becomes *wolves*. Revise the other rules that we use to make singular words plural.
- Locate examples of words where the final consonant is doubled to add a suffix, e.g. *strutted, snapped, trotted*.

Visual Literacy

- Identify factual information from the illustrations that may or may not be written in the text.

Focusing on the Story – Guided Reading

- Ask students to read to the end of p. 10 after setting the focus questions:
How far away was the howling animal? Why do you think this?
Why have Kaitlyn and her father come to Heaven's Peak for a holiday?
When does this story take place? How can you tell?
What is a power bar? Why is Kaitlyn's dad constantly snacking?
- Ask students to silently read to the end of p. 23 after setting the focus questions:
What is a scat and why is Kaitlyn's father interested in one?
What impact have humans made on this area?
Why weren't wolves reintroduced to the park by the biologists?
- Share students' responses to the focus questions, then discuss the following: *Why doesn't Kaitlyn wake her father when she hears the howling? On p. 8, the author mentions there were no signs of people anywhere. What exactly does this mean?*
- Share students' responses to the focus questions, then discuss the following:
How did Kaitlyn and her father gather information about the wolves?
Were Kaitlyn and her father in danger at any time?
Explain the humour in the comment "I feel like gnawing on something".
- Ask students how the animal clues could be sorted or categorised.

Comprehension

- Why did Dad want a photo of Kaitlyn's foot? (*Inferential*)
- How might a ranger observe large park animals? (*Applied Knowledge*)
- What does *controversial* mean? (*Applied Knowledge*)

Follow-up Activities

- Divide students into two groups. Ask one group to write arguments why wolves should be reintroduced into the area, and the other group why they shouldn't be reintroduced. Allow students to take turns presenting their reasons to the other group.

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Learning Intentions

- We are learning to relate our personal experiences to events that occur in the text.
- We are learning to understand more complex vocabulary as it relates to specific events in the text.
- _____

Success Criteria

- I can identify and discuss themes in the text that I have personally experienced.
- I can understand and use more complex vocabulary when I discuss events that occurred in the text.
- _____

Guided Reading Notes

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