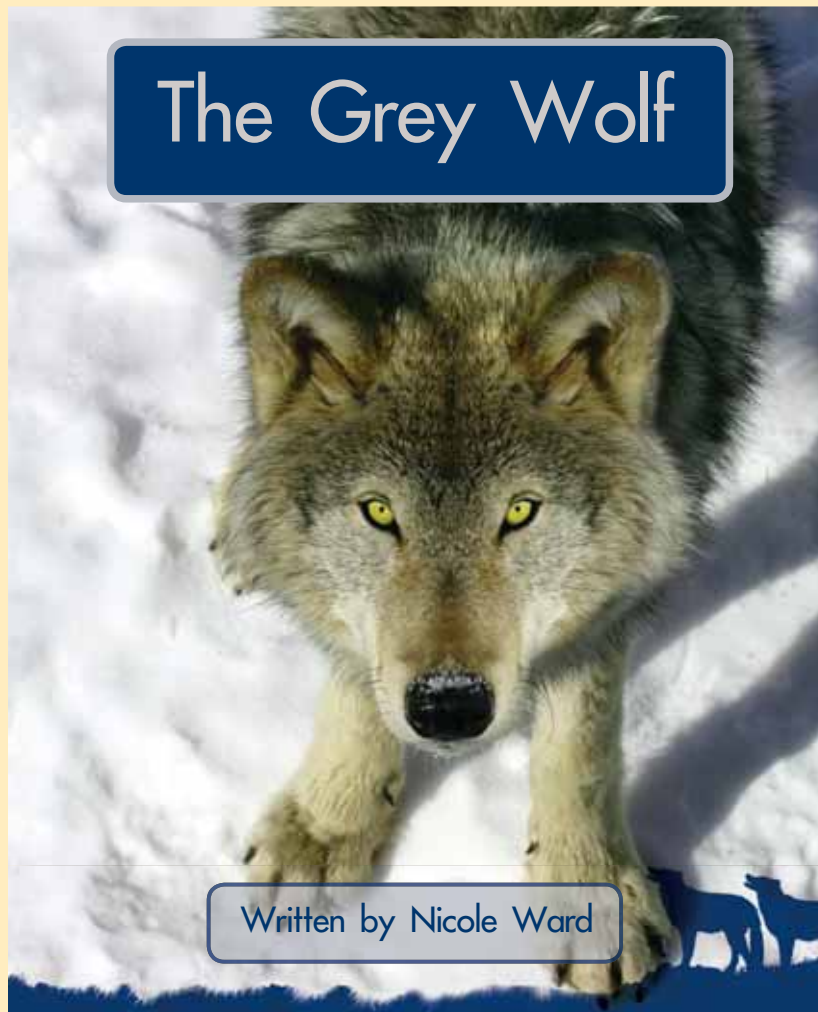




# Level 16 Book h



Level	16
Word Count	365
Text Type	Information report
High Frequency Word/s Introduced	



Making a  
Worm Farm

Humphrey - World  
Champion Canel Spitter

Seasons in  
the Serengeti

The Biggest  
Fish Ever

Colourful Snakes


Don't Let the Mice  
Drive the Bus!


Market Tools


The Grey Wolf


We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.

 This symbol relates to comprehension (meaning maker)


 This symbol relates to decoding (code breaker)


 This symbol relates to critical analysis (text critic or analyser)

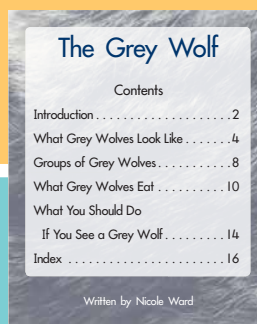
 This symbol relates to use (text user)


BEFORE READING


## Cover & Title Page

 Ask the children to describe the cover and contents page of this book. Discuss whether the book is fiction or nonfiction. Have the children give reasons for their opinions.

 Talk about the purpose of the contents page. How does it help people find the information they need? Is it the same as an index? How are they different?



 Ask the children to tell you what information they will find in this book. Have them refer to the cover and contents page for their answers. Have they seen a wolf before? What makes a wolf different from a dog?

 Encourage the children to think about their reading. Discuss the strategies they use to decode an unfamiliar word.

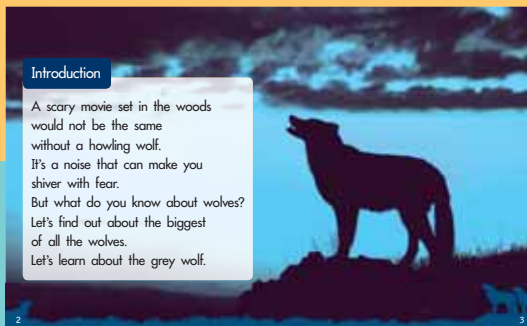
AFTER READING

BEFORE READING

2/3

Ask the children to describe what this wolf is doing. Why do wolves howl? What type of environment does this wolf live in?

Have the children look at the heading. Discuss how an introduction tells the reader what the book will be about.



AFTER READING

Why has the author chosen the grey wolf to write about? What is special about it? Refer to the text to find the answer.

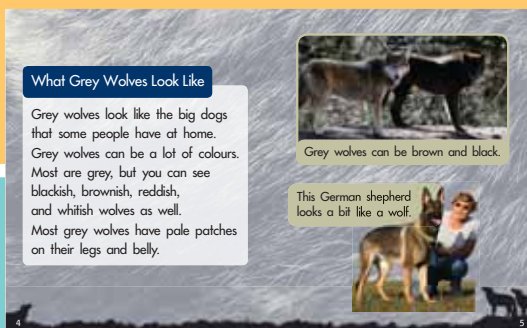
Ask the children to point out the word *about*, and then cover the text and spell the word. Look at the word with the *r*-controlled vowel – *scary*. Explain how the *r* changes the sound of the vowel.

BEFORE READING

4/5

Ask the children to describe these photos. Talk about wolves and dogs and how different and similar they are. Ask the children if they have any dogs and if they look like wolves.

Encourage the children to use the book's features, such as the captions, to help with their reading.

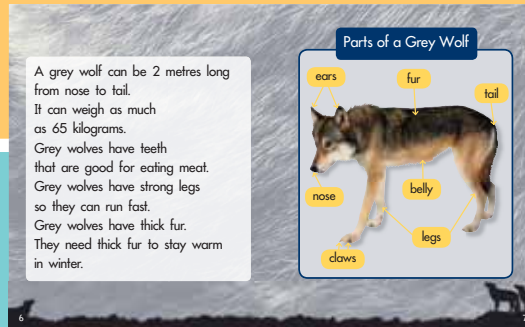


AFTER READING

Ask the children what the heading and captions say. Are all grey wolves grey in colour or can they be different colours? Refer to the text to find out what other colours they can be.

Ask the children to find the *le* word *people*. Talk about other words with the same ending. Where is the double *o* word *look*? Make a list of words with the double *o* sound.

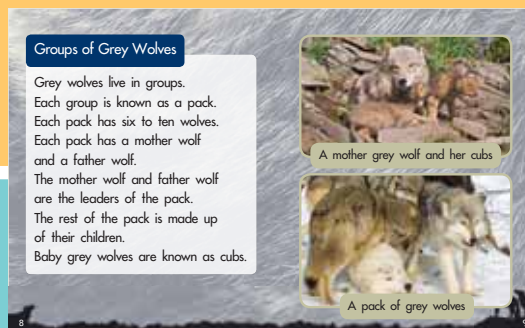
Ask the children to look at the photo and talk about the words in boxes, the labels. Discuss how labels help the reader. How are they useful?



Ask the children to read all the labels for the parts of the wolf. Then talk about all the things the children have learned from the text. What facts did they find most interesting?

Ask the children to find the word *run*. Then look for the word *eating*. Talk about the suffix this word has. Ask the children to tell you the base word.

Ask the children to describe these photos. Talk about the cubs and how we call the young of dogs puppies. Talk about what we call the young of other animals. Have the children got any pets that have had their young at home? What was it like?

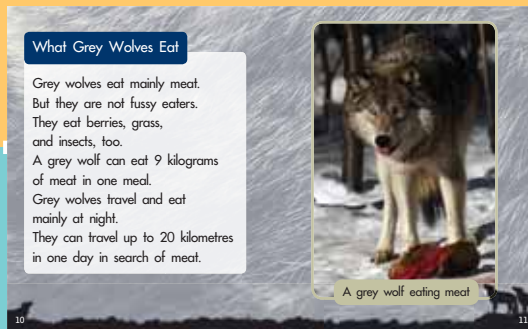


Ask the children what they have learned from this passage. Talk about the pack and why wolves stay together in packs. What would be the benefits to the wolves of staying together?

Ask the children to point out the word *mother*, and then cover the text and spell the word. Then ask them to list words from the text with two syllables.

BEFORE READING 10/11

Ask the children what the wolf in this photo is doing. Talk about the diet of wolves and how they gather their meals. Can the children suggest reasons why it is useful for them to stay together in packs for getting food?



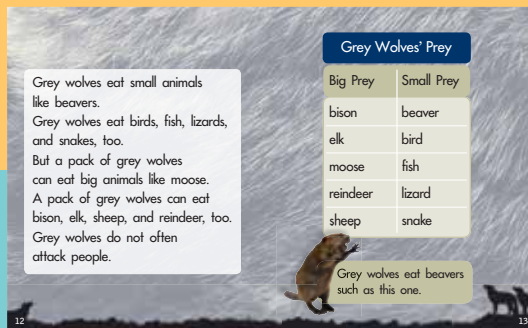
AFTER READING

Ask the children to list all the things a wolf might eat. Can the children think of reasons why wolves hunt at night and not during the day?

Ask the children to find the word *mainly*. Place it in sentences to clarify meaning. Ask the children to find the words with the vowel digraph *ea* – *meat*, *eat*, and *eaters*. List other words with the same sound.

BEFORE READING 12/13

Encourage the children to use the features of the book to assist with reading. Discuss the table on page 13. Read its heading and the *Big Prey* and *Small Prey* columns. Talk about what prey is and what animals usually fall prey to bigger animals.



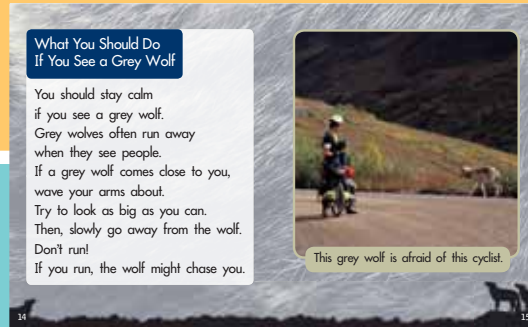
AFTER READING

Ask the children to list the big animals that wolves eat. Discuss the idea of big prey as a reason for hunting in packs.

Have the children find the word *beaver* and the vowel digraph *ea*. Talk about how we use commas when we list items in a sentence. Write a sentence together to illustrate this point further.

Ask the children what the man in the photo is doing. What does he need to do to be extra cautious? Have the children ever been in a situation with an animal like this? What did they do?

Ask the children to tell you what they think of this book and why. Do they think the author has come up with a good idea for a book?



Ask the children to tell you what the heading and the caption tell us. Then ask them what they should do if they are ever near a wolf. Talk about things people should and should not do to keep safe.

Ask the children to find the words *away* and *stay* and the *ay* vowel digraph they have in common. Discuss the contraction *Don't* and the words it is made from. Can the children think of other examples?

Discuss the index, how it is different from the contents page, and what its main purpose is.

Index	
cubs .....	8, 9
fur .....	6, 7
meat .....	6, 10, 11
pack .....	8, 9, 12
people .....	4, 12, 14
prey .....	13

Ask the children to find the indexed words in the book by finding them on the page numbers listed.

Ask the children what they liked most about this book and whether they might recommend it to their friends.

## 16 h The Grey Wolf

Name \_\_\_\_\_

Place the commas in the right places.

Grey wolves can eat birds fish lizards  
and snakes too.

A pack of grey wolves can eat bison  
elk sheep and reindeer too.

Write your own sentence using a list of items.  
Put the commas in the right places.

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Use the words to complete the sentences.

**Word Bank**

people

thick

lot

ten

grey

mainly

Let's learn about the \_\_\_\_\_ wolf.

Grey wolves can be a \_\_\_\_\_ of colours.

Grey wolves have \_\_\_\_\_ fur.

Grey wolves travel and eat  
\_\_\_\_\_ at night.

Each pack has six to \_\_\_\_\_ wolves.

Grey wolves often run away  
when they see \_\_\_\_\_.