

Lesson Plan

Fluent Plus
reading stage

Level 26

PERSPECTIVES



Why should the wolf always be “big and bad?”

Contents

- Wolves: Why do we think they’re bad?
- Speak out!
- The house dog and the wolf
- Tale of two wolves

Paired connected texts



Saving Wild Wolves outlines the reasons why wolves have been seen as a threat to some people and why other people are trying hard to save wolves from extinction.



Wolf Secret is about a boy called Victor who loves watching the wolves at the wolf refuge centre. When the day comes to release the wolves back into the wild, Victor finds himself in a very scary situation.

Content vocabulary

character Cherokee dishonest fierce generation reputation resentful territory

Key concepts

- Wolves have gained a reputation for being vicious, dangerous animals.
- In stories, wolves are often depicted as sly and fierce, and this character is known to us as the “big, bad wolf”.

PERSPECTIVES The Big, Bad Wolf: True or False?



Initiate ideas

Introduce the book

Ask: *Do you know any stories that have the “big, bad wolf” in them?*

Have students talk to a partner.

Show the students the front cover of *PERSPECTIVES: The Big, Bad Wolf: True or False?*

Say: *This book discusses why the character of the “big, bad wolf” was created and if it is fair that wolves are shown as such “bad” characters.*

Read the title and ask: *What do you think? Is it true that the wolf is “big and bad”, or is it false?* Discuss students’ ideas.

Read the text

Give each student a copy of *PERSPECTIVES: The Big, Bad Wolf: True or False?* Have them browse through the book.

Have students turn to page 4, and read the introduction aloud to them. Ask: *What do you think about these questions?*

Have students share their ideas with the group.

Have students turn to pages 6 and 7. Read the text on page 6 aloud to the students. Ask: *What do you think – why is the wolf always the “bad guy”?* Discuss students’ ideas.

Have students read pages 8 and 9 independently.

Respond to the text

Introduce the Graphic Organiser: Know/Feel/Think.

Ask: *What have you learnt about where the idea of the “big, bad wolf” came from?* Have students talk to a partner about what they now know.

Say: *Work with your partner to write one or two points on your graphic organiser.*

Collect students’ graphic organisers to revisit later.

Explore further

Read the text

Have students turn to the “Speak out!” section on pages 10 and 11. Read the introduction aloud to them.

Invite a student to read aloud one of the “speak outs” to the group. Ask: *What is your view on this opinion?*

Continue reading and discussing each “speak out” opinion in a similar manner.

Have students turn to the text on pages 12 and 13. Read the introduction aloud to them. Have students talk to a partner about the question.

Say: *“The house dog and the wolf” is a fable. What do you know about fables?* Discuss and draw out that a fable is a story that is told to send a message or teach a lesson.

Have students read the text independently. Ask: *What message do you get from reading this fable?* Discuss.

Respond to the text

Draw up a data chart like the one below:

	Positive	Negative
Wolf		
House dog		

Say: *Think about the wolf and the house dog in this story. What are the positive things and the negative things about each of their lives?*

Use students’ ideas to fill in the table.

Have pairs of students revisit their graphic organisers. Say: *Think about what you have read. Use this information to add to your Know/Feel/Think charts.*

Collect students’ graphic organisers to revisit later.

Draw conclusions

Read the text

Have students turn to pages 14 and 15. Say: *Look at the two photographs. What do you notice?* Discuss.

Read the introduction aloud to the students. Say: *The Cherokeees have told this story. It has been passed down from older people to younger people for many, many years. Why might people do this?* Discuss and draw out that stories are sometimes told as a way of teaching a lesson or sending a message.

Have students read the text independently. Ask: *What is the meaning behind this story?* Have students talk to a partner about what they have read and the message they got.

Discuss the text as a group. Ask: *What does the grandfather mean when he talks about the “two wolves inside us all”? What does the word “feed” mean in this story? Why do you think the wolf was chosen by the Cherokeees as the character in this story? Why might a grandfather tell this story to their grandchild?*

Respond to the text

Have pairs of students revisit their graphic organisers. Say: *Think about the information you now have and add points to your Know/Feel/Think chart.*

Bring it all together

Have students meet with their completed graphic organisers.

Invite pairs of students to share the points on their Know/Feel/Think chart at a group discussion.

Discuss the various points of view and opinions that arise.

During the discussion, encourage students to draw on information in the texts to back up their opinions.

Express opinions

Setting the task

Students can choose one or both of the following options as a way to show their thinking or express their opinion.

Writing

Have students respond by writing about their opinion.

Say: *Think about what you have learnt about wolves and how they are shown in stories as “big and bad”. How do you feel about this information?*

Present the Graphic Organiser: *How to write about your opinion* (see *PERSPECTIVES: The Big, Bad Wolf: True or False?*, page 16).

Support students by guiding them through the steps involved.

1. Have students revisit the questions posed in the introduction on page 4. Ask: *What is your opinion now about the character of the big, bad wolf? Do you think this label is true or false?* Have students discuss with a partner.
2. Model how to find further information about the topic, or, if appropriate, students could do independent research.
3. Say: *Now that you have the information you need, you can write a plan. Use the graphic organiser to help you.*
4. Have students publish their writing. Say: *Think about the graphics or images you can include to support your written opinion.*

Drawing

Have students draw their own version of a wolf character that is not necessarily “big and bad”. Have students decide what “their” wolf will be like. For example, will it be fierce and scary? sly and charming? friendly and kind? Say: *Make your drawing show the sort of character your wolf is.*

Have students share their drawings with the group and explain the sort of character they imagine “their” wolf to be.

Think tank

If students are passionate about the issue, they may like to think about it further and take action.

Have small groups of students work together to rewrite a well-known fairy tale and replace the big, bad wolf with another character. Alternatively, they may like to write an

original story with the wolf as either a “big, bad” character or the “hero” of the story.

Students could perform their story for another class in the school.

Graphic Organiser: Know/Feel/Think

Know <i>Why is the wolf “big and bad”?</i>	Feel <i>Is it fair that the wolf is “big and bad”?</i>
Think <i>Is it true that the wolf is “big and bad”, or is it false? Why?</i>	

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