

Lesson Plans

Fluent Plus
reading stage

Level 26



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.

Running words: 1167

Text type: Report



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.

Running words: 1414

Text type: Narrative

Content vocabulary

breed carnivores dominant enclosure extinct invading muzzle prey protesting ranger refuge centre scent territory Yellowstone National Park

Phonics

- Identifying the /s/ sound made by “sc” as in *scent*
- Identifying the suffix “ly” and how it changes meaning

Text features

Saving Wild Wolves

- Contents page, chapter headings
- Fact boxes

Wolf Secret

- Third-person narrative with dialogue
- Contents page, chapter headings

Reading strategies

- Identifying the main ideas and supporting details
- Identifying how the plot changes and builds

ELL support	Key concepts	Curriculum links
- Photographs and illustrations support and extend the written text. - Introduction and conclusion state and restate the key concepts. - Chapter headings indicate what each chapter is about.	- Wild animals sometimes interact with people. - Different people have different views on wolves living in the wild.	- Sciences: Biological sciences – Living things - Civics and Citizenship: Roles and responsibilities

Lesson 1 Saving Wild Wolves



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask pairs of students to take turns describing what a wolf is. Ask: *What do you know about wolves?* List students' ideas in the first column of a KWL chart with the headings *What I know*, *What I want to find out*, and *What I have learned*. Ask: *What would you like to find out about wolves?* List students' responses in the middle column.

★ Show students the photo on the front cover of *Saving Wild Wolves*. Say: *This is a wolf. Wolves are similar to dogs but they are bigger and stronger. They are wild animals that live in forests and on mountains. They live in groups and hunt for their food.* Ask students to talk with a partner about what they know about wolves.

Vocabulary building

★ Ask: *What words would you use to describe a wolf?* List students' ideas on a new chart. Say: *Some people think that wolves are too dangerous to live in the wild near where people live. We are going to read a book that discusses this. What words might be in this book?* Add students' suggestions to the list.

Introducing the book

Give each student a copy of *Saving Wild Wolves*. Direct the students to use the cover, title page and contents page to get themselves ready to read. Ask: *What do you already know about this book?* Discuss students' responses.

Encourage students to browse through the book looking at the pictures and headings before reading.

During reading

As each student reads the text independently, monitor and support the students where appropriate. Ask the students to stop reading and remind them to use the reading strategies you are focused on. Ask: *How does the information you just read support the message the author is conveying? What other information in the book supports this idea?*

After reading

Talking about the book

Have the students talk about the book. Promote discussion by choosing questions that are appropriate for your students. Ask them to support their thinking by referring to the photographs and the text in the book.

Which areas of the world do wild wolves live in? Why have some people killed wolves? (Literal)

Why have different groups of people responded differently to living near wolves? Why would wolves kill farm animals? (Inferential)

What can be done to protect wolves in the future? How could farmers protect their animals from wolves? (Synthesising)

Do all farmers think wolves are a threat? Does the author have an opinion on protecting wolves? What makes you think this? (Critical)

Refer back to the KWL chart started during the Getting ready to read section. Ask: *What do you know about wolves?* List students' responses in the third column of the chart.

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Ask: *What was the main idea of this book? How do you know this? What can you do when you are reading to check that you understand the ideas in the book?*

Returning to the book

Provide multiple opportunities for the students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Students could record their reading using an audio recording device. Ask students to reflect on how they read. *Was your voice smooth? Could you hear each word you read clearly?*

Word work

Phonics

Write the word *scene*. Ask: *What surprises you about the spelling of this word?* Draw out that it is unusual for a “c” to follow the letter “s” and not be heard. Compare this word with other words that begin with “sc” (e.g. *scold, scare, scarf*). Ask: *What other words begin with “sc” but make the /s/ sound?* (e.g. *scissors, science, scene*)

Exploring words

Write the word *wolf*. Say: *The word wolf is singular. It talks about one wolf. What is the plural of wolf? What word do we use for more than one wolf?* Invite a student to write this word on a chart. Discuss the change in spelling from *wolf* to *wolves*. Ask students to work in pairs to list the singular and plural names of other animals. Compile a group list. Highlight and discuss irregular plurals (e.g. *mouse/mice, goose/geese, butterfly/butterflies*).

Writing

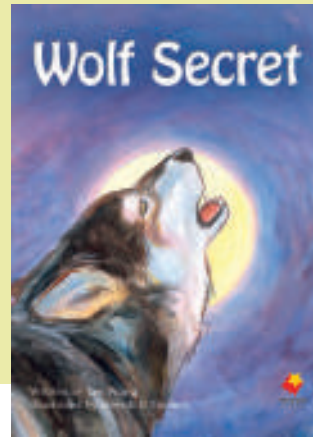
★ Support students before they write by having them talk with a partner about wolves being protected in the wild. Say: *Tell your partner a reason why you think wolves should be protected. Now give a reason why wolves should not be protected.* Invite students to share their ideas. Create a group list. Encourage students to refer to the list as they write about their beliefs on whether or not wolves should be protected.

Ask: *Do you think that wolves in the wild should be protected?* Discuss students’ opinions. Ask them to write an opinion piece on this topic. Encourage each student to state an opinion and then support it with valid reasons.

Sharing and presenting

In pairs, students could take turns to read their writing to each other. Ask: *Was your opinion the same as your partner’s?*

Lesson 2 Wolf Secret



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Say: *Some types of wolves that live in the wild are in danger of becoming extinct. Wolf Refuge Centres have been set up to help wolves. What do you think these centres do?* Draw out that Wolf Refuge Centres look after the wolves so that they can breed and then be released back into the wild.

★ Support students by explaining what a wolf refuge centre does. Say: *Wolf refuge centres look after wolves so they can breed. They then release wolves back into the wild. This is done to help increase the number of wolves in the wild.* Ask students to turn to a partner and talk about what a wolf refuge centre might be like.

Vocabulary building

★ List some of the content vocabulary from the text on a chart (e.g. *scent, refuge centre, enclosure, ranger*). Discuss the meaning of each word. Ask each student to turn to a partner and give clues about one of the words from the list. Each partner should then try to pick the word.

Introducing the book

Give each student a copy of *Wolf Secret*. Direct the students to use the cover, title page and contents page to get themselves ready to read. Ask: *What do you already know about this book? Who is the main character? What connection to wolves might he have?*

Say: *The main character in this book is a boy called Victor. His family run a wolf refuge centre. Victor loves watching the wolves and gets very attached to them.*

Returning to the book

Provide multiple opportunities for the students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Ask students to work in pairs and practise reading the book aloud. Say: *When you are reading direct speech, try to make your voice sound like you are the character speaking.*

Word work

Phonics

Write the words *quick* and *quickly*. Ask: *How are these two words different?* Discuss students' responses. Draw out that the meaning of the word has changed by adding "ly". Ask pairs of students to find other words in the book containing the "ly" suffix (*greedily, secretly, closely, lightly, usually*). Add these words to the list.

Exploring words

Return to the list of words used during the Vocabulary building section. Ask students to choose a word from the list. Provide students with cards. On one side of a card, students write the word. On the other side, they write a definition for the word. Collect the cards. Read each definition and ask students to guess the word.

Writing

★ Support students by discussing the topic further before they begin to write. Ask each student to tell their partner if they would or would not like to live near a wolf refuge centre and why.

Ask: *Would you like to live near a Wolf Refuge Centre like Victor? Why or why not?* Ask students to give several reasons for their opinion. Encourage them to use persuasive language in their writing.

Sharing and presenting

Ask students to share their writing in a small group. Encourage students to ask questions to check details and clarify information when other students are sharing their work.

During reading

As each student reads the text independently, monitor and support the students where appropriate. Ask the students to stop reading and remind them to use the reading strategies you are focused on. Ask: *What has happened in the story so far? What do you think might happen next? What makes you think this?*

After reading

Talking about the book

Have the students talk about the book. Promote discussion by choosing questions that are appropriate for your students. Ask them to support their thinking by referring to the illustrations and the text in the book.

Where were the wolves released? How did Victor feel about the wolves being released? (Literal)

Why didn't the wolves attack Victor? Why might the title of the book be Wolf Secret? (Inferential)

Do you think the Wolf Refuge Centre is a good idea? Would you like to visit Yellowstone National Park? (Synthesising)

Would all children like to live near a Wolf Refuge Centre? Could this be a true story? Why?/Why not? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Ask: *What did you do to help yourself think about the events of the story?*

Talk about the pair

Place a large card on one classroom wall with the words "Wolves should be protected" written on it. Place another card on the opposite classroom wall saying "Wolves should not be protected". Ask students to stand on either

side of the room or somewhere in between depending upon their opinion on the topic. Encourage students to draw upon facts they have learned when giving reasons for their opinions.

Blackline master

What’s your opinion?

Use information from the books and your own knowledge to fill in the table below.

Reasons FOR protecting wolves	Reasons AGAINST protecting wolves

My opinion

Assessment

- Can the student identify different sides of an argument?
- Can the student express his/her own opinion on an issue that has two sides?

Activity card

Talk about it



You and your group are going to put on a television talk show. Your topic of discussion is *Wolves Living in the Wild*. The characters include a host and three guests. The guests are the son of a Wolf Refuge Centre worker (Victor), a farmer and a ranger from Yellowstone National Park.

What to do:

1. Cut out the name cards below.
2. Choose a character each and put on the name cards.
3. Work out your questions and answers.
4. Practise your talk show.
5. Present your talk show to the group.

Victor	Host
Ranger	Farmer

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