

### NOTE TO EDUCATORS

The activities in this resource aim to provide learning opportunities for both literacy and ESL students. The final decision as to which activities are completed, and how, is left to you and the students.

Note: You will need to support the students by reading through the directions with them as they work through the exercises in the worksheets.

PAGES	CONTENT	PURPOSE
2–4	<b>Teacher's Pages</b>  <b>Pre-reading Discussion</b>  <b>Post-reading Discussion</b>	Activate students' background knowledge  Set a purpose for reading  Develop comprehension skills  Make connections with the text
5–8	<b>Reproducible Worksheets</b>	Develop knowledge of letter name and sound relationships  Develop word recognition strategies  Develop vocabulary and writing skills
9–10	<b>Language Experience</b>	Provide familiar, meaningful text that is predictable and easy to read  Establish the link between spoken and written words
11	<b>Answer Key</b>	

**BEFORE READING THE STORY****1. Share Ideas**

Write the name “Grey Wolves” on the board and read it out loud. Invite students to share what they know about wolves. Print each response on the board to create a list of details. Then ask the students what they would like to know about wolves. Print each response on the board to create a list of questions.

**2. Preview the Book**

Tell the students that they are going to read about wolves. Explain to the students they are going to preview the book in order to get more information about the book and wolves. Give students time to look at the front cover. Then direct the students to the back cover. Read the text out loud to the students. Give the students time to look at the back cover. Then ask, “What do you learn about wolves from the photo and text?” Add any new details to the detail list started in #1 above. Then ask, “What other questions do you have about wolves?” Add any new questions to the question list started in #1 above.

**3. Predict the Information**

Print the following phrases on the board. Tell the students they are going to guess what the book will tell them about wolves. Then read each phrase out loud. As a group or in pairs, have the students mark the phrases probably (P), maybe (M), or no (N). Have the students compare and give reasons for their responses.

- |  |  |
|--|--|
| (a) ____ why wolves howl                       | (c) ____ how female wolves take<br>care of their young |
| (b) ____ why wolves are in<br>children's books | (d) ____ how to trap wolves                            |

**AFTER READING THE STORY****1. Remember Details**

Have students move into pairs. Have them work together to remember as many details as possible from *Grey Wolves*. Then as a group, have the students share the details they remember. As students agree on details, add to the detail list from #1, Share Ideas, on page 2. (*Note: The details can be left on the board as support for students as they work through the worksheets on pages 5 to 8.*)

Then review the questions that the students generated about wolves by reading each question out loud. Have the students determine which questions were answered. Then have the students give the answers.

**2. Check Comprehension****Choose Option A or B:**

**Option A:** Print the following questions on the board and read them out loud. Have the students discuss the questions as a group or in pairs.

- (a) Describe three ways wolves are like people.
- (b) What dangers do wolves face from people?
- (c) How do you think the pups learn to hunt?
- (d) What details about wolves surprised you? Explain why.

**Option B:** Print the following statements on the board and read them out loud. As a group or in pairs, have the students determine whether the statements are true or false. Have the students give one reason for each response.

- |  |   |
|--|---|
| (a) ____ Wolves are like people in many ways.  | (c) ____ The pups learn to hunt when they leave the pack. |
| (b) ____ Wolves are hurt only by other wolves. | (d) ____ I learned a surprising thing about wolves.       |

**3. Discussion: Beyond the Book**

Have the students discuss the following questions as a group or in pairs:

- (a) Why do you think some people do not like wolves or are afraid of wolves? Look at the list of animals below. How do you feel about each of these animals? Explain why.

cats

song birds

bears

snakes

spiders

horses

Where do you think our feelings about animals come from?

- (b) Wolves are adaptable animals. For example, they can live in mountains, in the north, in the forest, or on flat lands. People also need to be adaptable because life often goes in ways we do not expect. Look at the situations below. How would you adapt? What would you do? What changes would you make?

You win \$250,000 in a lottery.

You become responsible for raising your best friend's child.

Your child's school is shut down.

- (c) Wolves live in forests. Imagine, for a few moments, that you are sitting in a forest. Close your eyes. What do you see? What do you hear? What do you smell? Where are you sitting? On a rock? In moss? By a stream? How do you feel? Now describe the last time you sat outside. Where were you? What did you see? Hear? Smell? How do you feel?

**1. Letter Names**

Look at the sentences on pages 5, 20 and 22 in the book.

Find words that begin with the letter **h**.

Copy the words on the lines.

\_\_\_\_\_

**2. Letters and Sounds**

Listen. Your teacher will read the words you copied in #1.

What sound does the letter **h** make?

Read the words with your teacher.

Think of three more words that begin with the sound /h/.

Your teacher will print the words on the board.

Copy the words.

\_\_\_\_\_

**3. Word Family**

(a) Say these words:     den  
                                  hen

These words belong to the **en** word family.

(b) Read these sentences. Circle the words in the **en** word family.

1. The pups are born in a den.
2. Five and five is ten.
3. This pen does not work.

(c) Print words that belong to the **en** word family.

\_\_\_\_\_ den \_\_\_\_\_

\_\_\_\_\_

#### 4. Matching

Read the sentences. Copy the sentences under the correct picture.

1. Grey wolves hunt in packs.

2. Baby wolves are called pups.

3. Wolves howl a lot.

4. Grey wolves are different colours.



(a) \_\_\_\_\_  
\_\_\_\_\_

(b) \_\_\_\_\_  
\_\_\_\_\_



(c) \_\_\_\_\_  
\_\_\_\_\_

(d) \_\_\_\_\_  
\_\_\_\_\_

**5. Predict Words**

Read each sentence.

Say a word that makes sense.

Print the word. Your teacher will help you with spelling.

(a) Grey wolves live in \_\_\_\_\_ places.

(b) Cars \_\_\_\_\_ wolves.

(c) Wolves \_\_\_\_\_ a lot.

(d) The pups are \_\_\_\_\_ in a den.

(e) Wolves face many \_\_\_\_\_ .

(f) Some people \_\_\_\_\_ wolves.

**6. Scrambled Sentences**

Put the words in order so they make a sentence.

Print each sentence on the line.

(a) wolves / in / Grey / hunt / packs \_\_\_\_\_

(b) pack / Male/ leave / the / wolves \_\_\_\_\_

(c) forest / the / Wolves / live / in \_\_\_\_\_

(d) in / they / live / Do / north / the \_\_\_\_\_ ?

(e) they / live / Do / flat / on / lands \_\_\_\_\_ ?

(f) live / They / do / sea / not / in / the \_\_\_\_\_

**7. Sentence Frames**

Read the first sentence.

Complete the other sentences with your own words.

(a) The pups must be strong.

The pups must be \_\_\_\_\_ .

The pups must be \_\_\_\_\_ .

The pups must be \_\_\_\_\_ .

The pups must be \_\_\_\_\_ .

(b) Some people fear wolves.

Some people fear \_\_\_\_\_ .

Some people fear \_\_\_\_\_ .

Some people fear \_\_\_\_\_ .

Some people fear \_\_\_\_\_ .

Look at the sentences again.

Which words do you want to remember?

Add these words to your word bank or dictionary.



**LANGUAGE EXPERIENCE APPROACH****Step 1:** Start a Discussion

**Possible prompt:** Ask the students to compare one aspect of their character to an animal.

**Step 2:** Record the Students' Words

Print the students' responses on the board, using their exact words (e.g. I move slow in the morning like a turtle.). Print clearly. Say each word as you print it.

**Step 3:** Read the Text

Read the student-generated text out loud to the students, pointing to each word as you read. Then read each sentence, inviting the class to read along with you. Finally, read each sentence out loud, inviting the student who contributed the sentence to read along with you. Always point to each word as you read.

The purpose of using the **Language Experience Approach** is to help students establish the link between spoken and written words and to develop reading skills through using their own words.

**Note:** Educators and ESL students may not be comfortable working with text that contains non-standard English forms. A flexible approach is recommended. The extent to which you choose to make corrections unobtrusively while recording should reflect the needs and concerns of the students.

**Step 4:** Use the Student-generated Text**(a) Sight Words**

Have students choose three words they would like to remember. Have them add the words to their personal dictionary or word bank.

**(b) Cloze**

Cover highly predictable words (one per response) with paper and tape. Read the text back to the students. Stop when you reach a covered word and ask students to predict a word that makes sense and sounds right. Check their predictions by uncovering the word.

**(c) Review Phonics and Word Families**

The target letter and sound for *Grey Wolves* was **h/h/**. Have students find, circle, and copy the words that start with the letter **h**. Repeat the process for the word family **en**, if applicable.

**(d) Copying**

Have students copy the language experience text. Copying the text provides practice in both printing and in learning the letter-sound relationships.

**(e) Frame Sentences**

Choose one sentence from the language experience text. Print the sentence on the board. Underline one word and ask the students to substitute the word with their own words. Print the sentence frame again to record each student's response.

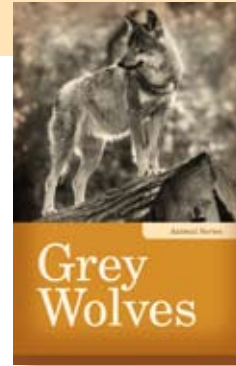
**Example:**

I move slowly.

I move quickly.

I move silently.

I move clumsily.



## ANSWER KEY

### Teacher's Pages

#### After Reading the Story

#### 2. Check Comprehension:

**Option A:** (a) Possible answers\*: Grey wolves live in many places. They live in groups that are like families. The female wolf takes good care of the pups. Wolves talk to each other. Sometimes they kill each other. (b) Some people hunt wolves. Cars hit wolves. People take the wolves' land to build homes. (c) The mother and other wolves in the pack teach the pups to hunt. (d) Students will have different answers.

**Option B:** (a) True. Possible answers: Grey wolves live in many places. They live in groups that are like families. The female wolf takes good care of the pups. Wolves talk to each other. Sometimes they kill each other. (b) False. Some people hunt wolves. Cars hit wolves. People take the wolves' land to build homes. (c) False. The mother and other wolves in the pack teach the pups to hunt. (d) Students will have different answers.

### Worksheets

1. **Letter Names:** home, howl, hit
2. **Letters and Sounds:** Students will have different answers.
3. **Word Family:** (b) 1. den 2. ten 3. pen (c) Possible answers\*: hen, ten, pen, men, then, when, Zen
4. **Matching:** (a) Baby wolves are called pups. (b) Grey wolves hunt in packs. (c) Grey wolves are different colours. (d) Wolves howl a lot.
5. **Predict Words\*:** (a) many, different, flat, grassy, wooded, forested, mountainous, hilly, cold, northern (b) hit, kill, run over (c) howl, hunt, run (d) born, raised, kept, hidden, protected, safe (e) dangers (f) fear, hunt, hate, shoot, kill, trap, like, protect
6. **Scrambled Sentences:** (a) Grey wolves hunt in packs. (b) Male wolves leave the pack. (c) Wolves live in the forest. (d) Do they live in the north? (e) Do they live on flat lands? (f) They do not live in the sea.

7. **Sentence Frames:** Students will have different answers.

*\* Other answers are good if they make sense.*