

# Wolves

By Loraine Schenck

## Standards

- IL.1.B.2a > Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.
- IL.1.C.1c > Make comparisons across reading selections.
- IL.2.B.2b > Identify and explain themes that have been explored in literature from different societies and eras.
- IL.3.B.2a > Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).
- IL.24.A.2b > Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).
- IRA.2.13 ...illustrate the importance of giving learners opportunities in all aspects of literacy (e.g., as readers, writers, thinkers, reactors, or responders)
- IRA.5.7 ...use instructional and information technologies to support literacy learning
- IRA.7.3 ...teach students to connect prior knowledge with new information
- IRA.8.4 ...teach students strategies to organize and remember information

## Overview and Rationale

Students will work in small groups to read and discuss what people believed about wolves in 1866. Students will compare and contrast the information from 1866 with what they have learned from the unit on the book *Runt*. Students will create individual Venn Diagrams comparing and contrasting the data.

Students are practicing communication and social skills in their groups, critical thinking, and comparing and contrasting information through an organizer.

## Objectives

The student will read a selection about wolves from 1866 and compare / contrast what is believed about wolves today.

Students will create a Venn diagram using information from the internet and their literature discussion books.

## Materials

Internet access-*Wolves & Foxes* bookmarked in the [www.loc.gov](http://www.loc.gov) website. Find it in the American Memory collection.

Venn diagram and the rubric

Literature Discussion Books  
Paper for note-taking

## **Procedure**

Each small group will need a computer. In small groups students will use the internet to read a part of the book by Robin Ranger called *Wolves & Foxes* which the teacher has bookmarked. It has too many steps for the students to find on their own. Students will read together p. 7-15 top. Then they will reread the selection and take notes on what this book teaches about wolves. Hand out the rubric for a Venn Diagram. Using a Venn Diagram, students will create an organizer that shows what was believed in 1866 and what was believed in 2005. Students can use their literature discussion books for notes from the book, *Runt*, for what people believe in 2005. Students might need a review of how to create a Venn diagram.

## **Assessment**

Individual Venn diagrams will be assessed for correct grouping of information and labeling. Students will be observed during small group discussion and notes will be recorded for a weekly unit grade for cooperation and participation and for written work.