

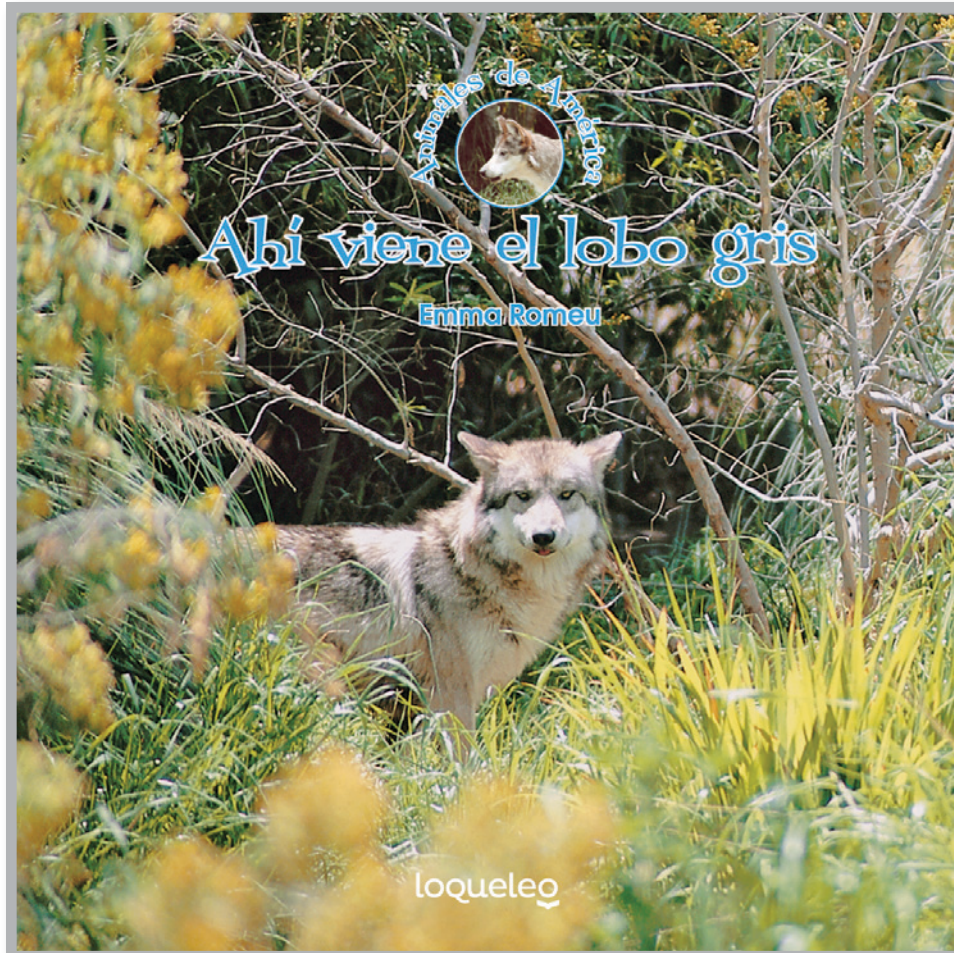
**LESSON PLAN AND ACTIVITIES**

Written in accordance with the Language Arts,  
Social Studies, and Science Standards

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**Together we foster lifelong readers**

## COMPLEXITY

F&P Guided Reading Level P / Lexile Level 820L

### INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

## TEXT TYPE

Informational Text: Science  
Literary Text: Realistic Fiction

### INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

## OBJECTIVES

- ➔ Predict and then identify the author's purpose.
- ➔ Identify the main idea in the text and the reasons the author gives to support this idea.
- ➔ Recall information to analyze cause and effect.
- ➔ Create word family lists based on the text to expand vocabulary.
- ➔ Use context clues to figure out the meaning of unknown words.
- ➔ Use words learned through reading.
- ➔ Explain suffixes and their meanings to deepen vocabulary understanding.
- ➔ Ask and answer questions about the topic to deepen understanding.
- ➔ Write a persuasive letter.

## MATERIALS

- ➔ flash cards
- ➔ *Tabla de cuatro columnas* (Graphic Organizer #32)\*
- ➔ paper, pencils, and crayons; scissors and glue sticks
- ➔ magazines about nature and animals, newspapers

## SUMMARY

Wolves are one of the most beautiful and dangerous wild animals. They also play a very important role in their habitat by keeping the ecosystem in balance. In this book you will find information and pictures about the life, habits, and history of wolves. Do you know how wolves reproduce, hunt, and live?

## STANDARDS

**SLAR CCSS** RL 2.2, RL 2.4, RL 2.5, RL 2.6, RL 2.7, RL 2.10, RI 2.1, RI 2.2, RI 2.3, RI 2.4, RI 2.5, RI 2.6, RI 2.7, RI 2.8, RI 2.10, RF 2.3, W 2.4, W 2.5, W 2.6, W 2.7, W 2.8, W 2.10, SL 2.1, SL 2.3, SL 2.4, SL 2.5, L 2.1, L 2.2, L 2.3, L 2.4

**SLAR TEKS** 2.2.F, 2.3.A, 2.3.B, 2.3.C, 2.4.A, 2.5.B, 2.9.B, 2.11.A, 2.12.A, 2.13.A, 2.14.A, 2.14.B, 2.14.C, 2.15.B, 2.18.A, 2.20.A, 2.24.A, 2.25.C, 2.26.A, 2.27.A, 2.29.A, 2.30.A

**NGSS** 2-LS4-1

**Science TEKS** 2.2.B, 2.2.D-E, 2.3.A, 2.9.A-C, 2.10.A

**Social Studies TEKS** 2.8.A, 2.A.C, 2.18.A, 2.18.C, 2.19.B, 2.20.A

\* To download the Spanish Graphic Organizers in this lesson go to: [santillanausa.com/spanishliteracy](http://santillanausa.com/spanishliteracy)



## VOCABULARY

**INSTRUCTIONAL FOCUS:**  
Academic Vocabulary

**a pesar de** – *aunque* / despite  
**abundancia** – *gran cantidad de una cosa* / a lot  
**ahuyentar** – *espantar* / to chase away  
**alejarse** – *irse lejos* / to go away  
**contrincante** – *rival* / rival  
**gruñen (gruñir)** – *hacer un sonido un animal para asustar o atacar* / to growl  
**resguardar** – *proteger* / to protect  
**comarca** – *parte de un territorio* / county  
**temer** – *tener miedo* / to be afraid  
**temible** – *peligroso* / dangerous  
**sumisión** – *obediencia, rendición* / submission

### Advanced Vocabulary

**agrónomo(a)** – *persona que estudia el cultivo de la tierra* / agronomist  
**artimañas** – *trucos* / tricks

**aullido** – *voz triste del lobo* / howl  
**biólogo(a)** – *científico que estudia los seres vivos* / biologist  
**cachorro, cría** – *un animal mientras es alimentado por su madre* / cub  
**chirriar** – *hacer un ruido frotando una cosa contra otra* / to chirp  
**croar** – *cantar la rana* / to croak  
**se extinguieran (extinguirse)** – *dejar de existir* / to become extinct  
**manada** – *grupo de animales salvajes que van juntos* / pack  
**montículo** – *loma pequeña* / small hill  
**pastar** – *comer hierba* / to graze  
**ternero(a)** – *cría de la vaca* / calf  
**veterinario(a)** – *doctor(a) de animales* / veterinarian

## VOCABULARY DEVELOPMENT

- ➔ Introduce vocabulary by providing a description, explanation, or example of all the words presented in the vocabulary section and any additional vocabulary you may wish to discuss prior to the reading activities. You may use pictures, illustrations, and gestures to explain the meaning of the vocabulary words.
- ➔ Make sure students understand all the vocabulary needed to complete the different reading activities, such as *menciona, compara, describe, provee, organiza*, etc., and review directions.
- ➔ Have students take turns explaining new vocabulary in their own words by having them say what the word means. Encourage them to use word and context clues, and pictures as they come up with their own definitions. For example: *El significado de la palabra “manada” se puede inferir porque el texto dice que una manada pequeña esta formada por cinco lobos y una manada grande por veinte lobos (page 5). Por eso sabemos que “manada” significa “grupo de animales.”* Ask them to use context clues to come up with the meaning of *cánidos* (page 5) and *ganaderos* (page 17).
- ➔ Explain to students that suffixes are word parts added at the end of a word to form a new word. For example, from the verb *pintar* they can form the words *pint-or* or *pint-ora*. Elicit that different suffixes have different meanings (e.g., the suffixes *-nomo, -rio, -or/-ora, -logo, -ero, and -ista* are related to professions). Then ask students to find words with these suffixes in the book and to say their definitions.
- ➔ Write the words *temer* and *temible* on the board. Ask students what they notice about these words. Elicit that they belong to the same word family. Encourage students to add more words that belong to the same family (e.g., *temor, temeroso, temido*). Ask them to create new word family lists as they read the text.

## READING

### PRE-READING

- ▶ Elicit from students that wolves are related to other species that live among us nowadays, as well as in the wild. Say: *Menciona animales que se parecen al lobo.* (Mention animals that look like the wolf.) *¿Qué semejanzas y diferencias hay entre el lobo y esos animales?* (How are the wolf and the animals you mentioned similar and different?)
- ▶ Read the title and the author's name. Ask: *¿Con qué propósito crees que la autora escribió el libro?* (What was the author's purpose in writing the book?)

### READING

- ▶ Read the text aloud and have students read along with you. Encourage above-level readers to read independently. Have students look at the photo on page 7 and ask: *¿Cómo viven los lobos?* (How do wolves live?)
- ▶ Have students read page 5. Then ask: *¿Son solamente grises los lobos grises? ¿Por qué?* (Are gray wolves only gray? Why?) *Nombra tres animales que pertenecen a la misma familia del lobo. ¿Cómo se llama esa familia?* (Name three animals that belong to the same family as the wolf. What is that family called?) You may reduce the number of examples according to the level of language proficiency of the students.
- ▶ Have students read pages 6 to 14. Have them also visualize and point to the illustrations and pictures that show how wolves interact and live in their packs. Then ask: *¿Quiénes son los líderes de una manada de lobos?* (Who are the pack leaders?) *Menciona dos formas en que la loba alimenta a los cachorros durante sus primeros meses de vida. Describe cómo lo hace.* (Mention two ways in which the mother wolf feeds the cubs during their first months. Describe those ways.) *¿Por qué podemos encontrar lobos con las orejas y las colas rotas?* (Why can we find wolves with broken tails and ears?)
- ▶ Have students reread text on page 14. Then have them use the word *disputa* in a sentence of their own to demonstrate their grasp of its meaning.
- ▶ Have students read pages 17 to 21. Then ask: *¿Qué hicieron los lobos para alimentarse? ¿Por qué?* (What did the wolves do to get food? Why?) *¿Cómo trataron los hombres de eliminar a los lobos? ¿Por qué no lo consiguieron al principio?* (What did the men do to get rid of the wolves? Why didn't they succeed at first?)
- ▶ Have student read the story "El regreso de los lobos" (page 22). Then ask: *¿Qué causó la desaparición de los lobos?* (What caused the disappearance of the wolves?) *¿Qué efectos produjo en la comarca la desaparición de los lobos?* (What effects did the disappearance of the wolves have on the region?)

#### INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



## DIFFERENTIATED INSTRUCTION

### BELOW-LEVEL STUDENTS

- Read the text aloud several times. Then have students repeat chorally after you.
- Have above-level students read with below-level students to act as mentors/tutors.
- Ask these or similar comprehension questions: *¿Cuántos dedos tiene la huella de un lobo, tres o cuatro?* (How many toes does a wolf's footprint have, three or four?) *Busca un lobo aullando* (p. 15). *Busca unos ratones comiendo los cultivos* (p. 23). (Find a wolf howling. Find mice eating the crops.)

### AT-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text with a partner.
- Encourage students to stop and discuss what they have read with their partners.
- Ask these or similar comprehension questions: *¿Por qué es importante que las entradas de las madrigueras queden bien tapadas?* (Why is it important that the entries of the dens are properly covered?) *¿Por qué es importante proteger a los lobos? Provee referencias sobre otros animales que están en peligro de desaparecer.* (Why is it important to protect wolves? Provide references about other animals that are in danger of extinction.)

### ABOVE-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text independently.
- Encourage students to analyze and evaluate various elements of the text, using complete and elaborate sentences.
- Tell students to reread pages 20 and 21. Ask them: *¿Cómo solucionaron los ganaderos su problema con los lobos? ¿Fue una buena solución? Explica.* (How did cattlemen solve their problem with the wolves? Was it a good solution? Explain.)
- *¿El cuento "El regreso de los lobos" describe una situación real? ¿Por qué? Da ejemplos que apoyen tu respuesta.* (Does the story "El regreso de los lobos" describe a real-life situation? Why? Provide examples to support your answer.)
- *¿Cómo podría afectar al ecosistema marino la desaparición de todos los tiburones en una región?* (How would the extinction of all sharks in a region affect the marine ecosystem?)

## POST-READING

- ▶ Explain to students that the most important thing the author says in an text or paragraph is called the main idea. Reread the text and help students identify the main idea: *"Los lobos son animales únicos que juegan un papel importante en su hábitat."* ("Wolves are unique animals that play an important role in their habitat.") Discuss the main idea with students. Ask: *¿Crees que los lobos son animales únicos? ¿Por qué?* (Do you think that wolves are unique animals? Why?) Work with students to create a list of reasons that the author gives to support this idea.
- ▶ Have students reread the story at the end of the book, "El regreso de los lobos." Ask the class: *¿Por qué creen que la autora incluyó este cuento?* (Why do you think the author included this story?) Encourage them to revisit their predictions of the author's purpose to see if they were right. Ask: *¿De qué manera el incluir este cuento sirve para que se cumpla el propósito de la autora?* (How does this fictional story contributes to the author's purpose?)



## ▶ CONNECTION WITH CONTENT AREAS: SCIENCE

### INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- ▶ Divide the class into pairs. Have pairs ask each other for reasons why wolves prefer to live in packs. Ask them to make a presentation to their partner to defend their points of view and explain why they are more important than their partners' reasons. Remind them to use complete sentences and to use Science vocabulary such as *ahuyentar*, *cachorro*, *presas*, etc. ✓
- ▶ Have students work in pairs to create a food web with the wolf in the middle. Ask students to reread the text and search for what the wolf eats to add to the food web. Have students look for illustrations or pictures of the wolves' food in magazines to cut out. Then ask them to think about what the wolves' preys eat and add that to the food web. Have students show their illustrations or pictures to their partners and discuss them. Then ask each pair to paste their pictures or illustrations on the web and label them to complete their final food web. ✓
- ▶ Help students recreate a wolf's habitat. Some of them will be wolves and others will be prey or plants. Encourage students to act out the hunting process.
- ▶ Have students do some research about two animals that hunt the same prey as the wolf. Then distribute four-column charts (Graphic Organizer #32). Ask students to label the last three columns *Lobo*, *Animal 1*, *Animal 2* and list in the first column *¿Qué come?*, *Hábitos*, *Hábitat*, and *Apariencia*. After students finish their charts, have them write an informative paragraph about each animal.

## ▶ WRITING

### INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Have students use the information from the book to write a persuasive letter to a local representative to alert him or her about the consequences on eliminating a pine forest in favor of a urban development. Tell students to give the representative a better solution to deal with this situation. Help students complete this activity by having them write words, phrases, or complete sentences on their own, according to their level of proficiency. You may wish to provide students with sentence starters and vocabulary flash cards as they complete this activity. ✓



### Informal Assessment

You may wish to assess a student's progress as he or she completes comprehension and production activities. Suggested activities are identified with the icon.



Nombre \_\_\_\_\_

## Vocabulario

**A** Completa las oraciones con estas palabras.

contrincante

agrónomo

artimañas

pastar

extinguir

1. Un agrónomo investiga por qué nuestro huerto no da frutos.
2. Los cazadores emplean muchas artimañas para atrapar a sus presas.
3. Pedro será mi contrincante en la competencia.
4. Los científicos temen que las ballenas se puedan extinguir.
5. Leandro llevó a su caballo a pastar.

**B** Une la palabra a su definición.

- |              |                 |
|--------------|-----------------|
| 1. montículo | cría del lobo   |
| 2. croar     | cría de la vaca |
| 3. ternero   | loma pequeña    |
| 4. cachorro  | irse lejos      |
| 5. alejarse  | cantar la rana  |



Nombre \_\_\_\_\_

## Comprensión lectora

### A Contesta las preguntas.

1. ¿Dónde viven los lobos?

*Possible Answer: Viven en el bosque.*

2. ¿Cómo y dónde hace la loba su madriguera?

*Possible Answer: La loba hace la madriguera escarbando la tierra en un montículo.*

3. ¿Por qué necesita la loba hacer una madriguera?

*Possible Answer: Para proteger a sus cachorros. / Para resguardar a sus cachorros.*

4. ¿De qué se alimentan los cachorros recién nacidos?

*Possible Answer: De la leche de la madre.*

5. ¿Cuándo comienzan los cachorros a aprender a cazar?

*Possible Answer: A los dos meses de edad; cuando cambian de dientes.*

**B** Imagina que eres uno de los campesinos del pueblo. Escribe qué solución le darías al problema de los lobos. Luego, haz una presentación de tu solución.

*Answers will vary.*

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\_\_\_\_\_

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