

Wolves

By Marsha Zell Anson

For Grades 3 - 5

A Two Week Integrated Lesson Plan

Overview

This unit can be part of a 3rd - 5th grade curriculum. It includes Language Arts, Art, Social Studies, Science, Physical Education, Math and Music. The unit will take two weeks.

The purpose of this unit is to introduce students to wolves and their habitat. It will incorporate discussion of endangered species and the re-introduction of wolves into areas of the United States. Students will also be exposed to Native American traditional stories about wolves and compare them to familiar wolf stories such as "Little Red Ridding Hood" and Aesop's Fables.

Day by Day Activities

Week One	Day One	<p>Introduction</p> <p>KWL</p> <p>DOL</p> <p>Introduce Vocabulary</p> <p>Spelling Pre-test</p> <p>Watch Wolf Video</p> <p>Students start wolf journal</p>
	Day Two	<p>DOL</p> <p>Students start research on Wolf Habitat</p> <p>Students add one entry to their journal & Journal Sharing</p>
	Day Three	<p>DOL</p> <p>Continue research on Wolf Habitat</p> <p>Teacher will ask students if they know any sayings about wolves.</p> <p>Teacher will read Little Red Riding Hood and a Native American story about wolves.</p> <p>Students will investigate Sayings, Folk and Fairy tales, Fables and Native American Stories about Wolves. In small groups they will create their own story about wolves that will be shared with a 1st or 2nd class. In small groups brainstorm story ideas.</p> <p>Students add one entry to their journal & Journal Sharing</p>
	Day Four	<p>DOL</p> <p>Students use the Puzzle Creator Page on the Internet to create a Crossword Puzzle or Word Search using the spelling words</p> <p>Continue in small groups to create wolf story.</p> <p>Students add one entry to their journal & Journal Sharing</p>
	Day Five	<p>DOL</p> <p>Wolf Population Simulation Game</p> <p>Graph results of Simulation Game</p> <p>Create Posters</p> <p>Spelling Test</p> <p>Students add one entry to their journal & Journal Sharing</p>

Week Two	Day Six	<p>DOL</p> <p>Revisit the KWL chart. Have we learned any of the things we hoped to? Are any of the things that we thought we knew about wolves wrong? What do we know now? What do we still want to learn?</p> <p>Spelling Pre Test</p> <p>Final draft of wolf story is due.</p> <p>View the National Geographic Video, <u>White Wolf</u></p> <p>Students start research on Wolf Adaptations</p> <p>Students add one entry to their journal & Journal Sharing</p>
	Day Seven	<p>DOL</p> <p>Continue research on Adaptations</p> <p>Start working on Quiz project</p> <p>Students add one entry to their journal & Journal Sharing</p>
	Day Eight	<p>DOL</p> <p>Watch wolf video</p> <p>Discuss with entire class how wolf communities are similar/different from human communities.</p> <p>Quizzes due (edit and return if revisions needed. Copy quizzes for entire class)</p> <p>Students add one entry to their journal & Journal Sharing</p>
	Day Nine	<p>Synonym activity</p> <p>Students individually create table about wolf/human communities</p> <p>Students take quizzes</p> <p>Students add one entry to their journal & Journal Sharing</p>
	Day Ten	<p>Wolf Population Simulation Game</p> <p>Graph results of Simulation Game</p> <p>Revisit the KWL chart. Did we learn all we wanted to learn? What things can you do to learn on your own?</p> <p>Spelling Test</p> <p>Closing Adjectives Activity</p> <p>Wolf Howl (about 2 minutes before you send them home!)</p>

1 (Day 1 & 10) Introduction and closing Activity: The teacher will talk about adjectives or descriptive words. Teacher will ask students to brainstorm adjectives that describe wolves or wolf behavior. Student responses will be recorded on a large sheet of paper. The paper will be taken down on the second day but it will be saved until the end of the unit when this activity will be again repeated. The two lists will be compared. Did students' perception and knowledge of wolves change because of this unit?

2 (Days 1 ,6 & 10) KWL Activity: Each student will complete a blank worksheet listing what they Know about wolves, and what they want to learn. What they have learned will be filled in at the end of the first week and a new worksheet will be filled out for the second week.

3 (Each Day) Journal Activity: Each student will start a 10-entry journal. At the end of each day they will write in their journal what they have learned about wolves during the day.

☰ Technology Component: Students could keep the journal by using a word processing program.

4 (Days 1, 5, 6 & 10)Vocabulary: Teacher will introduce vocabulary (which will also be spelling words) such as:

Alpha, pack, habitat, predator, prey, endangered, species, wolf, wolves, howl, Nez Perce, social, survive, population, carnivore, litters, territory, dominant, den, survival,

✓ Assessment: Students will spell at least 80% of words correctly in weekly test.

✓ Assessment: Students will use the words correctly in their journal and other writing.

✓ Assessment: Students create a crossword puzzle using vocabulary words. (Day 4)

☰ Technology component: Have students use the puzzle creator page on the Internet. <http://puzzlemaker.school.discovery.com/>

5 Wolf Habitat: Incorporates Science, Math, Physical Education, Research skills, Language Arts.

a (Days 2 & 3) Research. Students will work in groups of 3 - 4. Using a variety of sources, they will use research skills the answers to the following questions in addition to any they have written in their KWL chart.

- ◆ In what countries (states) do wolves live?
- ◆ What kind of prey do wolves need to survive?
- ◆ Are wolves the prey of any animal?
- ◆ Are there more or less wolves living now than 100 (50, 25, 5) years ago? Why?
- ◆ Where do wolves make their dens?

☞ Technology Component: Have students access Internet and CDROM sources about wolves. In a one-computer classroom, it might be necessary to set up stations so that all students can have access to the computer.

- ✓ Assessment: Students will create a poster that explains what wolves need to survive. (Day 5)
- ✓ Alternate Assessment: Students create a diorama that correctly depicts a wolf's habitat.

☞ Technology component: Students could use a computer to create the poster.

☞ Technology component: Students could create a multimedia presentation about wolf habitats.

b (Day 1) Students will view video about wolves.

c (Days 5 & 10) Activity- Simulated Wolf Population Studies Game. Incorporates Science, Physical Education, Math

- ◆ Number off students 1 - 4.
- ◆ On the playground mark off a large area in which the game is to be played. Participants cannot leave the selected area. The selected area is known as the habitat.

- ◆ Each group of students becomes an element in a wolf's habitat (wolf, food, shelter or water). The students are identified by wearing a Sandwich Board (see instructions below). Each group lines up on different sides of the habitat area. The teacher will bring a stop watch and whistle and designate a time period for the game to be played (3 - 4 minutes per game)
- ◆ Once the activity starts each "wolf" must capture food, shelter and water. If the "wolf" doesn't capture all three components. If a wolf captures all three then in the next round they are all wolves. If a wolf doesn't capture all three, then the wolf doesn't re-enter the game for the next round. If a wolf does capture all three components then they all become wolves in the next round.
- ◆ At the beginning of each round a student will record the number of wolves, food, water and shelter. The game is played for several rounds with the numbers recorded for each round.
- ◆ Optional: Teacher can introduce habitat conditions like drought or humans. (If humans are introduced into the game the human would try to capture any of the other four elements. If a human captures an element, it becomes a human also.
 - ✓ Assessment: Students will graph wolf populations - both real and for the Wolf Population Game.
- 📄 Technology component: Students could use a graphing program like Graph Club or a spreadsheet program to make computerized graphs.

To Make a Sandwich Board

Each student in the game will need to be identified so that a fellow student can easily tell which element (wolf, food, shelter, water, human) the student represents. Students will create sandwich boards for each element.

Note: Elements start out as evenly divided, but don't always remain so, be sure to make enough sandwich boards of each element.

Supplies

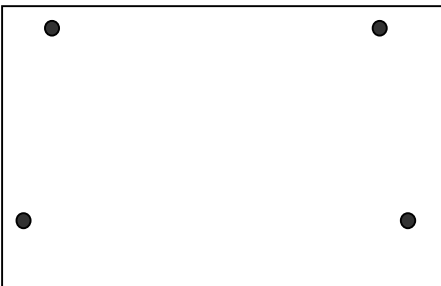
8 1/2 x 11 inch poster board (2 per element)

Yarn

Markers

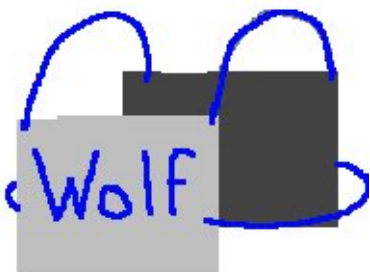
Hole Punch

Punch 4 holes in the poster board as shown.



Have students write in large letters the name of each element (wolf, food, water, shelter, and human)

Attach two matching poster boards to each other using yarn. Students will slip the sandwich boards over their heads.



6 Wolf Adaptations - Incorporates Science, Language Arts, Research Skills,

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- a (Days 6 & 7) Using a variety of sources, students will research the habitats of the red wolf and the white wolf and be able to answer the following questions.
- ◆ In what areas of the world do the red wolf and white wolf live?
 - ◆ What adaptations do these wolves have that are different from gray wolves?
 - ◆ Why are their adaptations important?
- b (Day 6) Students will view the National Geographic video, White Wolf
- ✓ Assessment: In groups of 3 -4, students will create a quiz for other student groups. The quiz will be multiple choice. Students will include at least one right answer for each question. The questions will demonstrate knowledge of the subject of adaptation in wolf populations. Each group will administer it's own test and tell fellow students the correct answers. Students will not be assessed on how well they answer these quizzes but will be assessed on the quiz that they create. (Days 7 & 8)
 - ☰ Technology component: Students could create the multiple-choice quiz using the outline function of a word processing program.

7 Communities - Incorporates Science, Social Studies, Language Arts

a (Day 8) Students will view a video about wolves.

b (Day 8) Using a variety of sources, students will examine how wolves organize their pack.

They will be able to answer the following questions and any that they have written in their KWL chart.

- ◆ Who is the head of a pack of wolves?
- ◆ How do wolves decide who is the leader of the pack?
- ◆ Who is the head of our country (state, city)?
- ◆ How do we decide who is the leader of our country (city, state, school)?
- ◆ What happens if the leader of a wolf pack dies?
- ◆ What happens if the leader of our county (city, state, school) dies?
- ◆ Why do wolf packs have to have a leader?
- ◆ Why do countries (cities, states, schools) have to have a leader?
- ◆ What might happen if a wolf pack had no leader?
- ◆ What would happen to a country (city, state school) if it had no leader?
 - ✓ Assessment: Students will create a table with two columns. The first column will be titled "Wolves" the second, "People". Students will compare and contrast the social behavior of wolves to people. (Day 9)
 - 📄 Technology component: Students could create the table in a word processing document

- 8 Students will investigate the way Native Americans perceived wolves compared to European traditions. Incorporates Social Studies and Language Arts
- a (Day 3) Teacher will write on the board some common wolf sayings. The class will discuss what the saying mean and whether it presents wolves in a positive or negative way.
- ◆ Wolf at our door
 - ◆ Never Cry Wolf
 - ◆ Wolf in Sheep's clothing
 - ◆ Wolfing down food
 - ◆ Thrown to the wolves
- b (Day 3) Teacher will read some Native American Poems about wolves. The class will discuss how Native Americans view wolves.
- c (Day 3) Students will get into small groups and read a selected Aesop's Fable and a short Native American story that both feature a wolf or wolves. In their group the students will create their own story, fable or tale that features a wolf and uses at least four of the vocabulary words. These stories could then be shared with a 1st or 2nd grade classroom.
- 🖨 Technology component: Students could create their story on a word processing program, or create a multi-media presentation using PowerPoint or HyperStudio.
- ✓ Assessment: Students will complete a story using complete sentences and correct spelling. The story will be well organized with a clear beginning, middle, and end. Students will use at least four vocabulary words in the correct context.

9 (Day 9) Synonyms - Incorporates Language Arts

- a Teacher will talk about synonyms and give examples. As a class students will brainstorm synonyms for some of the vocabulary words. Students will use a thesaurus to look up words and find their synonyms. Individually students will think of an adjective that describes a wolf or wolf behavior for each of the letters in WOLF. Students will write each letter of the word WOLF on a separate line. Next to each letter, the student will write an adjective that starts with that letter, for example on the first line would be the W and next to it would be the word *wild*. Then the student will look up the word wild in a thesaurus and write a synonym next to the first word. So now the first line might look like this.

W wild untamed

Repeat on each line so that the word WOLF is spelled vertically on the left margin.

- 🖨 Technology component: Have students use the Thesaurus function on a word processor. To do this the student would type the first word (in our example: wild) twice. Then the student would highlight (or chose) the second of the two identical words and use the thesaurus function to change the second word. Students could then change the first letter on each line to a larger, bolder or fancier font. Clipart could be added.
- ✓ Assessment: Students will create a tidy work that contains correct spelling and synonyms. Artwork may be added.