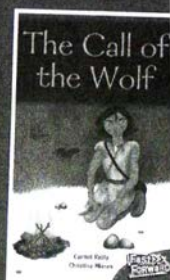


The Call of the Wolf

Vocabulary:

cave, darkness, fire, gulp, heard, howl, hungry, knife, listened, shadow, shiver, sticks, test, warming, wolf, woods



Before Reading

Text Type Date.../.../...

Draw students' attention to the:

- author and illustrator
- illustrations
- chapter titles.

Ask, "What type of book is this?" (Narrative)

Visual Literacy Date.../.../...

- Discuss the front cover. Where and when do you think the story is set? What clues in the illustration led you to these ideas? What do you know about the markings in the background, Why might the boy be holding a knife?

What colours can you see? Why do you think these colours are used in the illustration?

Background Knowledge Date.../.../...

What do you know about life in prehistoric times? What did people eat? What did they live in? Why did they make rock drawings in caves,

Phonological Awareness Date.../.../...

- Make sure the students know these phonological patterns:

- all: all (p.22), call (p.5), small (p.13)
- y: hungry (p.19), many (p.9), slowly (p.5)
- ow: know (p.10), low (p.16), throw (p.18)
- ear: hear (p.6), year (p.6)

- Say 'small'. Ask students to stretch the sounds silently in their minds, s-m-a-l-l. How many sounds did you hear? Date:.....

What is the last sound in the word? Ask them to stretch the sounds again silently, tapping each sound they hear and verbalising only the last sound. Repeat with a selection of other words ending in consonants, such as 'then', 'just', 'food', 'dark', 'his'.

- Write 'family', 'throw' and 'year' on separate sheets of paper. Underline -y, -ow and -ear. What sounds are represented by the underlined letters and letter patterns? Have students scan the text to find and list words that contain the letter and sound patterns. Add extra words to the list based on students' prior word knowledge.

High Frequency Words Date.../.../...

almost, alone, father, few, gave, important, knew, know, past, small, suddenly, walk, would

- Play 'Guess in 10' with known and new high frequency words. Select a word. Write spaces for each letter in the word on the board. Ask students to guess the letters in the word in less than 10 guesses to win the game.
- Record the number of guesses and the letters used. Alter the number of guesses depending on the length of the word and students' ability. Write the words on cards. Draw the shape of a high frequency word on the board using frames to represent the letters of the words (e.g. walk). Date:.....

- Students guess the word by its shape, and then write the letters in the boxes to make the word. Date:.....

Motivation/Purpose Date.../.../...

- The purpose of the text is to entertain with a story set in prehistoric times. It is time for Ruki to pass his test. He must go into the woods and meet the wolf. Date:.....

During Reading

Vocabulary in Context

Date.../.../...

- Discuss the meaning of each vocabulary word. Draw students' attention to 'know' and 'knew'. Which letter is silent? What other words have the same sound, but different meaning (i.e. no and new)? Identify these as homophones. What other homophones are in the text (e.g. would - wood; past - passed)?

Checking for Meaning

Literal: Date.../.../...

- What did Ruki hear? Why was he afraid?
- What did he have to do in the woods? Date:.....

Inferential: Date.../.../...

- Why did Ruki have to meet the wolf?
- Why was it one of the most important things he would ever do?
- Why do you think he was afraid? Date:.....

Response: Date.../.../...

- How did your ideas about the story change while you were reading?
- What was the most exciting part?
- How do you think you would feel if you had to pass a test such as this?

Grammatical Patterns Date.../.../...

Ensure students understand the following components of a narrative:

- Orientation - introduces the main characters and tells where and when the story takes place: *Ruki hears the call of the wolf and knows it is time to go to meet the wolf* (pp.4-6)
- Complication - *Ruki is sent into the woods alone to wait for the wolf.* (pp.10-19)
- Resolution - *The wolf comes to take the food. Ruki has passed the test.* (pp.20-24)
- Adjectives and noun groups describing things in the story: *the most important things* (p.6), *afraid* (p.6), *a big test* (p.9), *a small fire* (p.13), *dark* (p.14)
- Action verbs and verb groups to describe action and emotion: *stared* (p.4), *shivered* (p.5), *grabbed* (p.14)
- Adverbs ending in -ly to describe speaking verbs:
- said slowly* (p.5), *asked quietly* (p.17) Date:.....

Fluency / Punctuation Patterns Date.../.../...

- Adverbs describe speaking verbs in direct speech. Read *"That's all I have," he said quietly.* (p.22) Identify direct
- speech speaking verbs and adverb. Have the students speak the words in the voice of the character. If the adverb 'loudly' was used, how would the character's voice change? Why are speaking verbs and phrases important in narratives?
- Commas separate words and phrases within sentences: *Suddenly, the wolf came out of the shadows, just behind the fire.* (p.20). Demonstrate how to read these sentences, pausing at the commas. Have the students echo your reading.

- These patterns occur at various intervals throughout the text:
- Commas separate adverbs and adverbial phrases *He saw his father standing by the fire, warming his hands.* (p.8) *Over the next few days,* (p.13) *As he stared into the dark,* (p.16)
- Quotations and appropriate punctuation is used to indicate direct speech: *"Did you hear the call?" he asked.*

Critical Literacy Date.../.../...

- What aspects of prehistoric life does the author want you to know about from this story? Could a girl be the main character of the story? Why/why not?
- What does the author want you to think about Ruki after you read the story?
- Do you think boys and girls in today's world should pass a 'test'? If so, what might be a suitable 'test'?

Linking Visual and Written Date.../.../...

- Imagine there were no illustrations in this book.
- What wouldn't you know about the story? Cover the illustrations on pages 8-9 and page 24 as an indication. What wouldn't you know about Ruki and his family if you read the written text alone? What extra information do the other illustrations give you?

After Reading

Have the students write two lines of dialogue between Ruki and his father on his return, using interesting speaking verbs, phrases and correct punctuation.

Activities

After reading the text, students will:

- sequence story events in order to retell the story
- select from a list of final sounds to complete a series of words
- complete sentences using regular and irregular verbs in the past tense
- identify and punctuate direct speech in sentences and using quotation marks.

Comprehension (meaning) Phonics (visual) Vocabulary (structure) Writing (structure)

