

Wolf Song by Margo Lemiuux

Phonemic Awareness	Phonics	Vocabulary	Fluency, Expression, Pace	Comprehension	Reading/Writing Link									
<p>Suffix: /ing/</p> <p>illustrates present tense:</p> <p>digging preparing hunting</p> <p><u>Nonexample:</u> opening (pg. 11)</p>	<p>Prefix: /re/</p> <p>returned – pg 8</p> <p>/re/ can mean: again back or it is just the first syllable</p> <p>Mix up the following words. Students can sort and discuss which category these words fall into:</p> <table border="1" data-bbox="247 740 588 837"> <tr> <td>rebound</td> <td>redo</td> <td>record</td> </tr> <tr> <td>Return</td> <td>replay</td> <td>refuse</td> </tr> <tr> <td>replace</td> <td>rework</td> <td>reveal</td> </tr> </table> <p>Source: Phonics They Use, Words For Reading and Writing by Patricia M. Cunningham</p>	rebound	redo	record	Return	replay	refuse	replace	rework	reveal	<p><u>den</u> lair cave burrow shelter of a wild animal a hiding place</p> <p>Discuss common “wolf” sayings:</p> <p>a sheep in wolf’s clothing</p> <p>wolfing down food</p> <p>wolf at the door</p>	<p>Ask students:</p> <p><i>“Can you read a sentence aloud and make your voice match the mood and emotion of the illustrations for that page?”</i></p> <p>“Discuss the slow and thoughtful reading that the text and illustrations evoke.”</p> <p>Book Note by Margaret E. Mooney</p>	<p>Discuss how the mood is developed and portrayed in the text and illustrations.</p> <p><i>“How would you describe the illustrations? What do they tell you as well as show you what is happening? How would you feel about the text if the illustrations were much brighter or were not as detailed as these? Think carefully about how you think the author wants you to read this and what she wants you to think about between the pages.”</i></p> <p>Book Note by Margaret E. Mooney</p>	<p>“When you begin by describing the setting, you invite the reader in for a closer look at your subject. To do this, you’ll need to first think about the natural setting for your topic. If you are studying an animal, it will be the animal’s habitat. If you are studying something like a planet, you’ll have to try to take us to that planet by writing good description. To get started, it may help to begin by writing a list of words that describe your setting. After warming up with your word list, see if you can write a description that will put your reader right in the setting of your subject.”</p> <p>Source: Nonfiction Craft Lessons: Teaching Information Writing K-8 by Joann Portalupi and Ralph Fletcher</p>
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Guided Reading Level: Fluent 1