Close Read: "The Wolf and the Lean Dog"

Grade 3, Unit 3B

INTRODUCTION: This is a Native American Folktale. A traditional story from the Mohawk Indians that has been passed down from one generation to the next.

You will *close read* this text and answer the questions on the following pages. Make sure to follow each of the directions below.

DIRECTIONS:

(1) **Read to get the gist.** Read the whole text from beginning to end one time to get a sense of what it's about.

(2) **Reread the text closely.**
- ❑ **While you reread**, circle any words that you don't know. Try to figure out what the words mean. Can you tell from context clues? Can you look it up? Can you ask someone? Keep a list of the words.
- ❑ **After you reread**, write the gist in the space provided.
- ❑ **After you reread,** answer the questions. Write your answers in the chart.

(3) **Write your analysis of the text**. Complete the chart on page 3. Then, read the question at the top of page 5 and write your paragraph in the space provided. MAKE SURE TO USE EVIDENCE FROM THE TEXT!

Focus: The Wolf and the Lean Dog

What is the GIST of this section? Why do you think so? (1-2 sentences)

(1) Why did the wolf want to eat a **lean** dog?	
(2) What are two details in the story that tell you why the wolf agrees to let the dog go?	
(3) Why is the wolf unable to eat the dog when he returns for the feast?	

Write About the Text

DIRECTIONS: A character trait is a word that describes what a character is like on the inside. The Traits Word Bank on the next page has some examples of common character traits. Use the chart to record three character traits for the wolf. Then, record evidence from the text that helps you prove each trait.

Trait	Evidence

TRAITS WORD BANK

"Fox and Wolf," A Native-American Folktale

Wolf was smart, but Fox was smarter. They lived in the same deep forest and chased the same animals for food. Fox and Wolf would nod as they passed each other on the animal paths but they stayed out of each other's hunting grounds. Fox and Wolf were good neighbors but not good friends.

One winter the cold moved in like an enemy. Wind beat against the tree trunks, and snow swirled around the bare branches.

It was hard for Fox and Wolf to walk to their hunting grounds as the animal paths were filled with deep snow. The cold wind stung their eyes and made their noses ache. Fox and Wolf were hungry; all their usual food slept in the earth, warm and snug in mouse holes or chipmunk nests.

One dark, cold day Fox saw a Mohawk Indian man trudging through the forest pulling a sled behind him. The sled held two long strings of fish.

Fox licked his chops, thinking of those plump, tasty fish. How good they would be to eat! How good it would feel to sleep with a full belly tonight, when the sun pulled up her night blanket against the cold, and the forest filled with icy darkness. Fox hid behind a tree and thought and thought.

Finally he said to himself, "I know how to get those fish, every last one of them."

Fox ran ahead of the man and found a tree in his path. Fox leaned against the trunk. "My leg! My leg!" he cried. "I've broken my leg!"

The man hurried to the tree, pulling his sled behind him.

"I've broken my leg," Fox cried. "Help me, brother."

"A fox with a broken leg makes a very poor fox," the man said. "He makes a better fur hat. I will take you home and make a warm fur hat out of you."

Image from: http://www.ForestWander.com
Creative Commons

"Fox and Wolf"

The man placed the whimpering fox on the sled with the fish. He pushed through the windy forest for home, his snow shoes squeaking over the dry, feather-light snow. Fox lay on the sled, waiting.

At the best moment for escape, Fox grabbed one string of fish and jumped off the sled. "Nothing tastes better than a string of fish on a cold winter's day," he yipped to the man. "You won't get that fur hat today!"

Fox raced into the deepest part of the forest. He sat by a tree and began to feast on his fish. Wolf came by.

"Brother," Wolf said, "nothing tastes better than a string of fish on a cold winter's day. Perhaps you could give me some of your fish."

"No," replied Fox, chomping on a fish. "I need all my fish today, but I'll tell you how you can get some fish of your own."

Soon, Wolf lay against a tree, howling. "My leg! My leg!" he cried. "Help me."

The Mohawk man rushed through the forest toward Wolf, his second string of fish bumping behind him on the sled.

"I've broken my leg," Wolf howled. "Help me, brother."

"I've been tricked once today," the Mohawk said angrily. "I won't be tricked again."

Fox watched from behind a tree as the man knelt to tie Wolf's legs with a grapevine rope. At the best moment, Fox dashed out and grabbed the second string of fish. He ran for the safety of the woods as fast as he could.

"Nothing tastes better than a second string of fish on a cold day," Fox called behind him. "No fish or fox-fur hat for the likes of you two today!"

Lemmon, L.D. Jack & Jill. Jan/Feb 1996, Vol. 58, Issue 1.

Write About the Text

Prompt: What is the wolf's most important *character trait*? Use your trait and evidence chart from page 3 to help you write a paragraph in which you do the following:

- ❑ Clearly identify the wolf's most important character trait.
- ❑ Give evidence from the text that supports the trait you chose.
- ❑ Explain WHY your evidence shows that the trait you chose is the most important.
- ❑ Check your work for complete sentences (make sure to use capital letters!) and to make sure you used your best spelling.

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"The Wolf and the Lean Dog"

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Trait	Evidence

TRAITS WORD BANK

4

"The Wolf and the Lean Dog"

Foolish	**Trustworthy**	**Hard-Working**	**Active**
Active	**Generous**	**Independent**	**Silly**
Loyal	**Honest**	**Quiet**	**Clumsy**

-

Write About the Text

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- ❑ Check your work for complete sentences (make sure to use capital letters!) and to make sure you used your best spelling.

"The Wolf and the Lean Dog"

A Wolf prowling near a village one evening met a Dog. It happened to be a very **lean** and bony Dog, and Master Wolf would have turned up his nose at such meager **fare** had he not been more hungry than usual. So he began to edge toward the Dog, while the Dog backed away.

"Let me remind your lordship," said the Dog, his words interrupted now and then as he dodged a snap of the Wolf's teeth, "how **unpleasant** it would be to eat me now. Look at my ribs. I am nothing but skin and bone. But let me tell you something in private. In a few days my master will give a wedding feast for his only daughter. You can guess how fine and fat I will grow on the scraps from the table. *Then* is the time to eat me."

The Wolf could not help thinking how nice it would be to have a fine fat Dog to eat instead of the **scrawny** object before him. So he went away pulling in his belt and promising to return.

Some days later the Wolf came back for the promised feast. He found the Dog in his master's yard, and asked him to come out and be eaten.

"Sir," said the Dog, with a grin, "I shall be delighted to have you eat me. I'll be out as soon as the porter opens the door."

But the "porter" was a huge Dog whom the Wolf knew by painful experience to be very **unkind** toward wolves. So he decided not to wait and made off as fast as his legs could carry him.

Take what you can get when you can get it.

The Project Gutenberg EBook of The Æsop for Children. "The Wolf and the Lean Dog". Project Gutenberg, 2006. 42. Web. 2014.

UNIT 2

Graphs and Line Plots

NAME _____ DATE _____

What Did You Find Out About Ms. Cutter's Grade 3 Class?

1. What is your question about where Ms. Cutter's students like to eat?

2. List three things you found out from the data.

a. _____

b. _____

c. _____

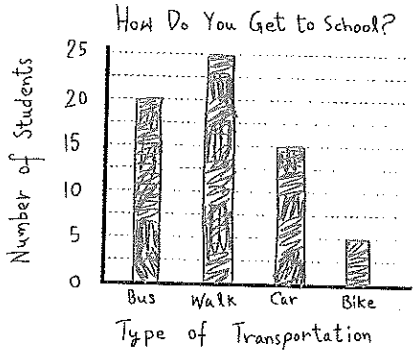
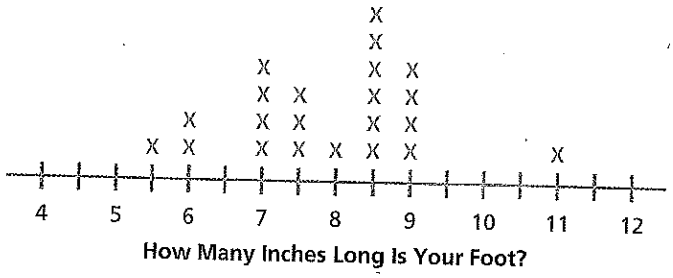
NAME _____ DATE _____

About the Mathematics in This Unit

Dear Family,

Our class is starting a new mathematics unit about data called *Graphs and Line Plots*. During this unit, students collect, represent, describe, and interpret data.

Throughout the unit, students work toward these goals:

Benchmarks/Goals	Examples
Organize, represent, and describe categorical data, choosing categories that help make sense of the data.	**What is your favorite game?** Games you can play by yourself: Hopscotch, Jump Rope Games you play with a partner: Chess, Mancala, Ping Pong, Crazy Eights Games you play with a group: Tag, Baseball, Hide and Seek, Kickball, Capture the Flag, Red Rover
Make and interpret a bar graph and a pictograph, including use of scales greater than 1.	
Make a line plot for a set of measurement data, with a scale that includes inches and half-inches.	

NAME _____ DATE _____

Adding 10s and 100s

Solve the following sets of related problems. Think about how to use one problem to solve the next one.

1. $275 + 20 =$ _____
   $275 + 30 =$ _____
   $275 + 40 =$ _____

2. $235 + 100 =$ _____
   $235 + 120 =$ _____
   $235 + 130 =$ _____

3. $120 + 30 =$ _____
   $120 + 130 =$ _____
   $130 + 130 =$ _____

4. $264 + 50 =$ _____
   $264 + 100 =$ _____
   $264 + 130 =$ _____

5. $208 + 40 =$ _____
   $228 + 40 =$ _____
   $228 + 80 =$ _____

6. $144 + 130 =$ _____
   $244 + 130 =$ _____
   $244 + 150 =$ _____

NOTE

Students practice adding multiples of 10 or 100 to 3-digit numbers.
MWT **Adding and Subtracting Tens and Hundreds**

NAME _____ DATE _____

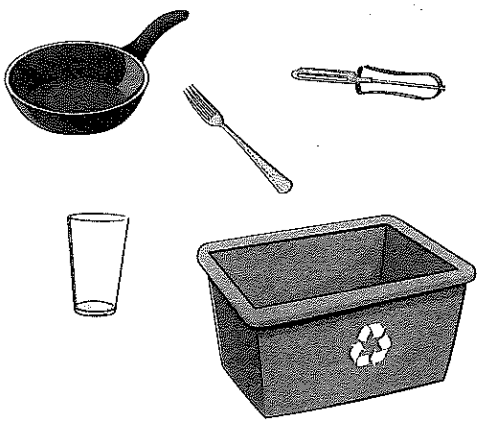
Related Activities to Try at Home

Dear Family,

The activities below are related to the mathematics in the data unit *Graphs and Line Plots*. You can use the activities to enrich your child's mathematical learning experience.

Guess My Rule During this unit, students collect data and learn about how to sort and classify these data. One way to build on this work is to play a guessing game about attributes and categories. One player lists things that belong to a category, and other players try to guess the category. For example, if the secret category is "things that are green," the person may say "grass, inchworms, dollar bills . . ."

You can also play *Guess My Rule* by gradually sorting a collection of 15 to 20 items (such as objects from the kitchen) into two groups. In one group, have objects that fit the rule, and in the other, have objects that do not fit the rule. A rule might be "is made of metal" or "is red." Start with just a few objects. As you continue to put objects into each group, your child tries to guess your rule.



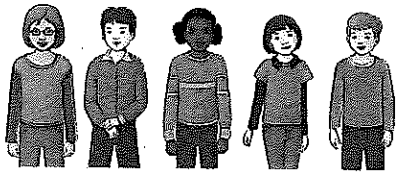
Investigate a Topic Think of a question you want to answer about something in your house or your neighborhood. Collect data that will give you some information about your question. One investigation might be "How many times a day does our family use water?"

NAME _____ DATE _____

What Is the Rule?

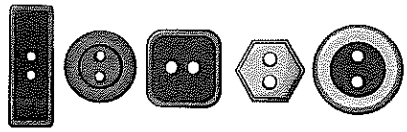
How do the things in the first group go together? Write the rule.

1

Fits the rule	Does **not** fit the rule
	

Rule: _____

2

Fits the rule	Does **not** fit the rule
	

Rule: _____

3

Fits the rule		Does **not** fit the rule	
Guppy	Octopus	Giraffe	Chicken
Shark	Starfish	Dog	Mouse

Rule: _____

What are some other things that will fit the rule?

_____

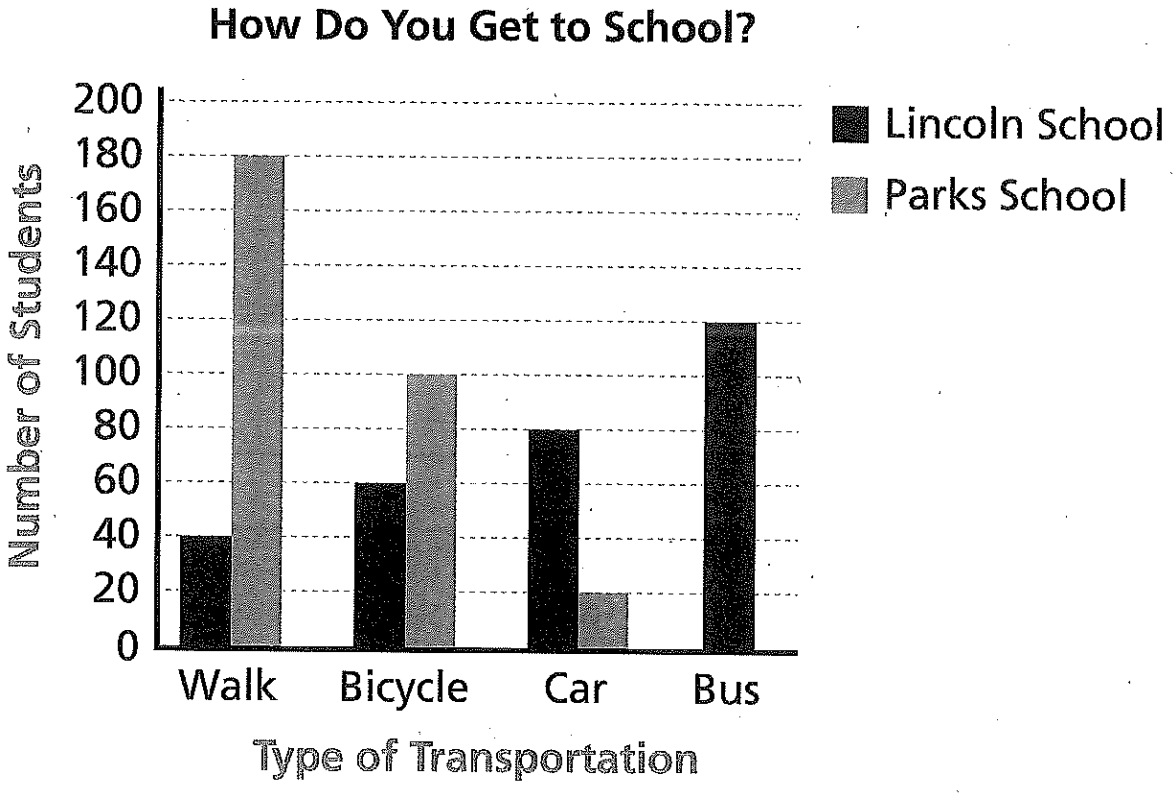
NOTE

Students determine the rule by which objects have been sorted.

MW **Categorical Data**

NAME _____ DATE _____

How Do You Get to School?



Look at the bar graph above. Write at least 3 things you can tell from looking at this graph.

1. _____

_____

2. _____

_____

3. _____

_____

NAME _____ DATE _____

How Do You Get to School?

7 How many more students ride a bicycle to Parks School than ride a bicycle to Lincoln School?

_____

8 How many fewer students travel by car to Parks School than travel by car to Lincoln School?

_____

9 Compare how students travel to school at Lincoln School and Parks School. Are the ways the same or different? What might be some reasons for the similarities or differences?

_____

_____

_____

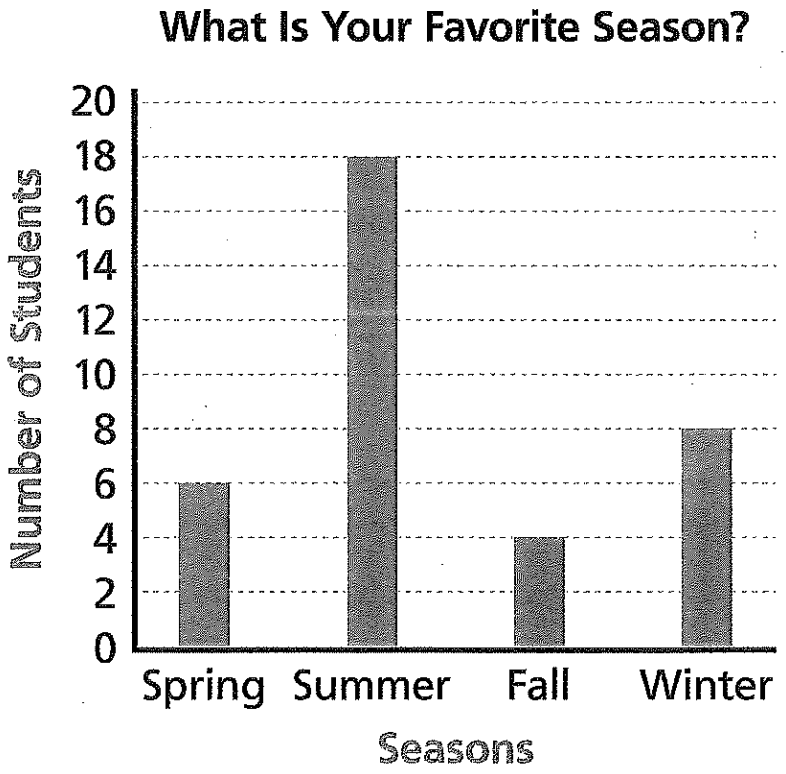
_____

_____

NAME _____ DATE _____

What Is Your Favorite Season?

Use the bar graph to answer the questions below.



1. How many students participated in the survey?

_____

2. **a.** Which season do students favor the most? _____

   b. How many students chose this season as their favorite?

   _____

3. How many fewer students chose winter as their favorite season than chose summer? _____

NOTE

Students read and interpret data from a bar graph.

Bar Graphs

NAME _____ DATE _____

Favorite Seasons

A class of 2nd graders took a survey of students at their school about their favorite season. These were the responses:

Summer	60	Spring	25	Fall	10	Winter	20

Make a bar graph of these data. Each square on the graph should represent more than 1. Then answer the following questions using your bar graph.

1. How many students participated in the survey?

_____

2. **a.** Which season is the favorite?

_____

b. How many students chose this season as their favorite?

_____

3. Summer and spring are the warmer seasons. Winter and fall are the colder seasons. Did more students choose warmer seasons or colder seasons? How many more?

_____

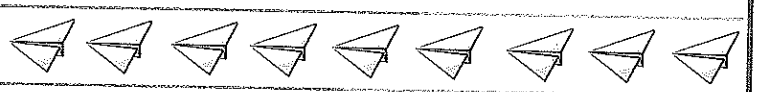
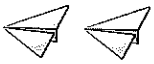
4. How many more votes did summer get than the other three seasons put together?

_____

NAME _____ DATE _____

Pictographs

The pictograph shows the numbers of 5 different paper airplane types made by students in Mr. Miller's class. Use the pictograph to answer the questions.

Paper Airplanes Made by Students	
Dart	
Delta Wing	
Fighter	
Glider	
Flying Wing	

Each  = 2 planes

1. Which type of paper airplane was made the most by Mr. Miller's students?

2. How many paper airplanes of this type were made?

3. How many more Fighters were made than Darts?

4. Students made 4 fewer Flying Wings than what other type of plane?

NOTE

Students interpret a pictograph.
MW **Pictographs**