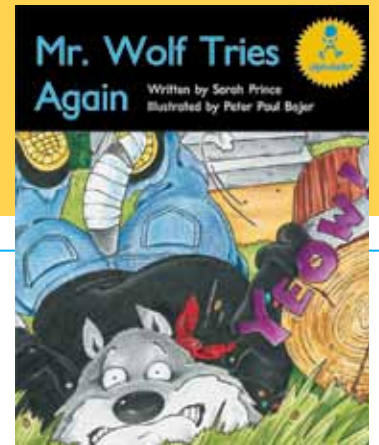





# AlphaKids Lesson Plan



Title	Mr. Wolf Tries Again		
Synopsis	<p>Mr. Wolf Tries Again is a sequel to <i>The Three Little Pigs</i> from AlphaKids Level 8.</p> <p><b>Text type:</b> Narrative—traditional tale</p>		
Level 9 (F)	Running words: 218		
Vocabulary	back, bad, bash, catch, chin, crash, door, down, fell, hair, house, little, new, pigs, plan, poor, smash, steps, wolf	<b>High-frequency words</b> a, am, and, big, but, by, come, could, going, have, I, in, let, me, not, on, or, our, ran, said, so, the, to, up, your	
Sounds and letters	<b>Phonics</b> The /sh/, /ch/, /th/ sounds	<b>Word families</b> bash—crash, dash, flash, smash jump—bump, dump, lump, stump	
Reading strategies	<ul style="list-style-type: none"><li>● Making text-to-text connections.</li><li>● Reading dialogue with expression.</li></ul>		
Text features	<b>Punctuation</b> <ul style="list-style-type: none"><li>● Use of exclamation points</li></ul>	<b>Grammar</b> <ul style="list-style-type: none"><li>● Use of present/past tense—bash/bashed, crash/crashed</li></ul>	<b>Text features</b> <ul style="list-style-type: none"><li>● Some repetitive text</li><li>● One to nine lines of text on a page</li><li>● Use of direct speech</li></ul>



Mr. Wolf



thump/thumped



bash/bashed



smash/smashed



ouch



alphakids®

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## You will need:



Student book



Blackline master



Smart Word Card



Word cards

## 1 Before reading

### Support comprehension skills

#### Activate prior knowledge

Show the students a copy of *The Three Little Pigs* (AlphaKids Level 8).

Ask: *What do you know about the three little pigs?*

*How did the story end?*

#### Introduce the book

Show the students a copy of *Mr. Wolf Tries Again* and have them read the title.

Say: *The three little pigs thought they would live happily ever after, but Mr. Wolf had some ideas of his own.*

#### Introduce a reading strategy

Have the students look at the cover of the book.

Ask: *Why does the wolf have a bandage on his tail?*

*What happened to the wolf in the previous story?*

Have the students look through the book, relating what they see to the story they know.

Ask: *Since huffing and puffing didn't work, what else might the wolf do to knock the houses down?*

Talk about the way good readers make text-to-text connections.

Say: *Good readers use what they know about other stories to read new ones. They think about what is the same and what may be different. As you read this book, think about the story you know of the three little pigs.*

## 2 During reading

### Teach comprehension skills

#### Thinking about the text while reading

Have the students read to page 7.

Ask: *What did the wolf do? Why was he so angry?*

Have the students read the rest of the book. Prompt them to think about the book as they read. Ask them to think about how the wolf is feeling. As they read independently, listen to each student read a small section of the book and observe reading behaviors. Support individual students as needed.



Look for evidence that students are monitoring their thinking as they read.

Ask: *What do you think of the wolf's actions? What does the wolf mean when he says "I'll be back."*

For students who are not connecting with the text, provide additional support. Have them read the story of *The Three Little Pigs* from Level 8 and discuss what happened to the wolf.

Ask: *Now that you have read this story, are you able to understand how the wolf is feeling?*

## Support English Language Learners (ELL)

### Before reading

Show students the word cards on the front of this lesson plan and ask them to read each one.

Ask students to look at the cover of the **Smart Word Card**. Read the definition for each word. Expand the definitions by finding the words in the book.

Ask: *Who can find the words "bash," "crash," and "smash"?*

Refer to the Tips for Spanish Speakers on the **Smart Word Card**. Say the word in English, then in Spanish, e.g. plan, *plan*.

Say: *This word from the book might already be one you know in Spanish. It looks like the word in Spanish, and both share the same meaning.*

Remind students to be careful, as there are some Spanish words that look a lot like an English word but have a different meaning, e.g. "come" in English looks like *come* in Spanish but the Spanish word means "eat (this)."

## 3 After reading

### Assess comprehension

Choose questions that are relevant to each student's learning needs. Ask the students to support their answers by referring to the book.

*Why couldn't the wolf catch the three little pigs? What does the wolf plan to do next? (Literal)*

*Are the pigs lucky or smart? Why do you think this? (Interpretive)*

*What do the sound words in the pictures tell you? How might the story change if it was told by one of the pigs? (Synthesizing)*

*How did you feel when the wolf got hurt? Do you think the author wanted you to feel this way?*

*Would you like to read the next book in this series? Why? (Critical)*

Have students complete the blackline master provided, referring to the book as needed.

### Review reading strategies

Encourage the students to identify what they did to help themselves as readers.

*Ask: What did you do to help yourself as a reader? What are some of the things you did to make sense of this book?*

*Did you think about the story of The Three Little Pigs as you were reading this story?*

*Did you think about the feelings of the characters, so you could read with expression?*

### Teach about print

Write the words “play” and “played” on the board.

*Say: “Play” is present tense and “played” is past tense.*

Use the word cards from the front of this lesson plan to talk about the present and the past tense. Have students work with a partner to say each word in the past tense and in the present tense.

## 4 Further literacy learning

### Practicing fluency

Have the students reread the book to the group. Ask them to focus on reading smoothly, attending to the exclamation points when the wolf is talking.


*Say: Make sure you notice the exclamation points. Authors use exclamation points to help us understand the story. When you see an exclamation point, think about how the character is feeling and use your voice to read with expression.*

### Learning about phonics

Write the sounds /sh/, /ch/, and /th/ on a chart.

*Say: Each pair of letters makes one sound.*

Ask the students to say each sound. Have them work with a partner to find words with these sounds and add them to the chart.

 Can the students identify the letters that make the sounds /sh/, /ch/, and /th/?

Can students find words that have these sounds?

### Word families

Write the word “bash” on the board.

*Ask: What part of this word makes the /ash/ sound?*

Underline or highlight “ash.”

Have the students work with a partner to add to the list of “ash” words:

crash—dash, flash, smash

Repeat with “ump” words:

jump—bump, dump, lump, stump

### Developing vocabulary

Students can complete the inside of the **Smart Word Card**.

### Writing

#### Modeled writing

Use the illustration on page 16 to write a character description of Mr. Wolf. Ask the students to work in pairs to think of ways to describe him. Model writing their ideas as labels, e.g. large, angry wolf, long and bandaged tail.

#### Independent writing

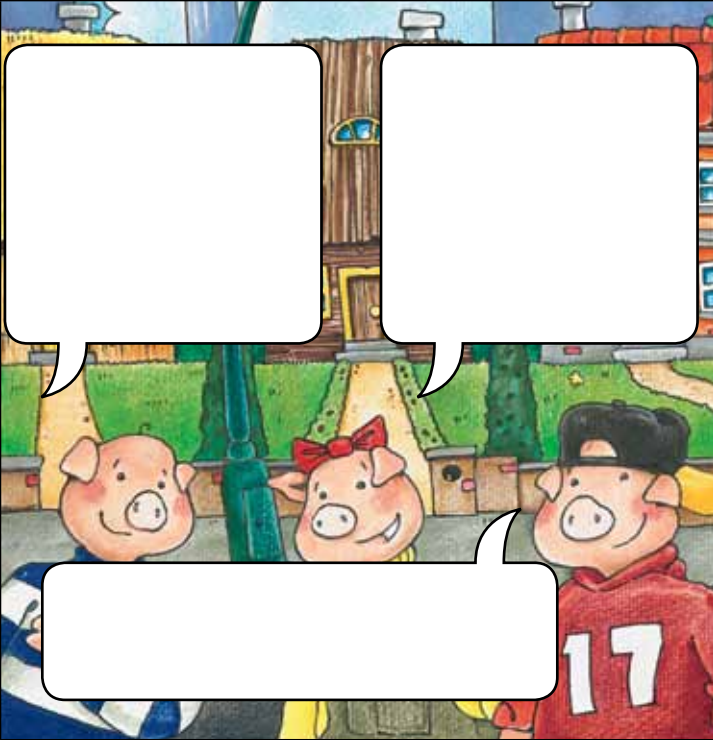
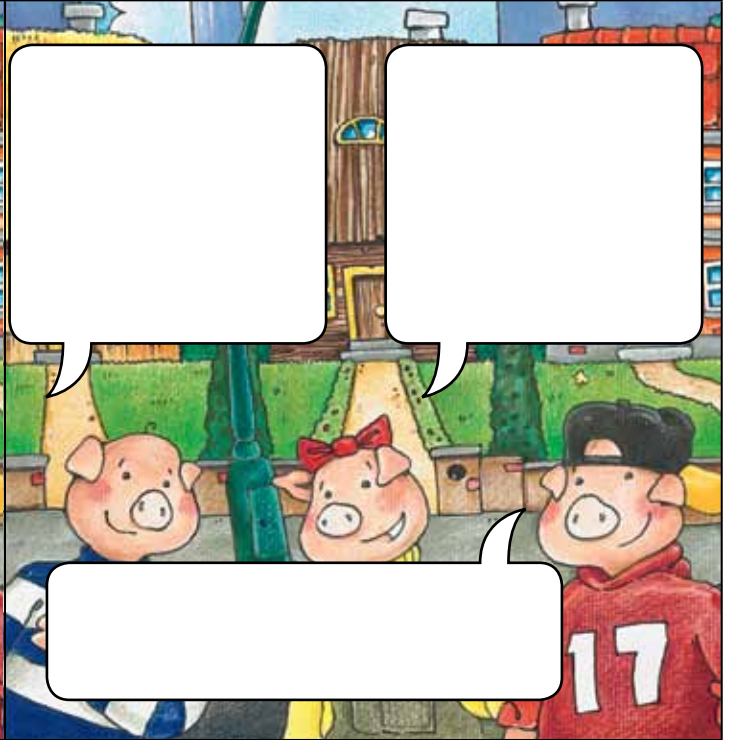
Ask the students to rewrite the story from the point of view of one of the pigs. Encourage them to use the book for support.

 Can the students construct a simple narrative?

# BLACKLINE MASTER

Name: \_\_\_\_\_

Write what the pigs might say in the speech bubbles.

	
<p>What were the pigs saying at the beginning of the story?</p>	<p>What were the pigs saying at the end of the story?</p>



Does the student understand the pigs' feelings?

Can the student write what the pigs might be saying at the beginning and end of the story?