

About the Book

Text Type: Fiction/Historical Fiction Page Count: 24 Word Count: 1,792

Book Summary

Only the heartiest of animals survived when the Ice Age arrived. Woolly, a mammoth, and Fang, a saber-toothed tiger, were two such animals, born on the same day. As food became scarce, Fang's parents attacked the mammoth herd. This action-filled story challenges readers to come up with an ending to the story.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Use the reading strategy of making, revising, and confirming predictions
- Understand the story elements of setting, characters, and plot
- Identify possessive pronouns
- Understand and use synonyms

Materials

Green text indicates resources available on the website

- Book—*Woolly and Fang* (copy for each student)
- Chalkboard or dry erase board
- Slates and markers or pencils and scrap paper
- Pictures of woolly mammoth and saber-toothed tiger
- Story elements, possessive pronouns, synonyms worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

Content words:

Story critical: *attempted (v.), crevasse (n.), crouched (v.), isolated (adj.), migration (n.), saber-toothed tiger (n.)*

Enrichment: *bellowed (v.), bristling (v.), coincidentally (adv.), compacted (v.), crystalline (adj.), delicacy (n.)*

Before Reading

Build Background

- Ask students if they have ever heard of a period of time called the Ice Age. Explain that the Ice Age occurred thousands of years ago when the climate got much colder and regions of Earth were covered with ice. Have students think about what types of animals might have lived during the Ice Age and what types of animals might not have been able to survive the extreme cold.

- Show students pictures of a woolly mammoth and a saber-toothed tiger. Tell students that these are two of the animals that lived during the Ice Age. Ask students why they think each survived (heavy fur and other body insulation, ability to find food). Ask students what they think each type of animal might have eaten.

Preview the Book

Introduce the Book

- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.

Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Tell students that a fun way to read that will help them understand a story is to use the information they read to make guesses about what will happen in the book.
- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.
- Model using the covers to make predictions.
Think-aloud: When I look at the front cover, I see a mammoth and a saber-toothed tiger. I think this story might be about a mammoth and a saber-toothed tiger that are friends. On the back cover, I see two saber-toothed tigers crouched on a rock and what looks like three mammoth trunks below. I wonder if the saber-toothed tigers are going to attack the mammoths. I'll have to read the book to find out.
- Encourage students to make predictions about what they think they will read about the mammoths and saber-toothed tigers in the book.
- Show students the title page. Talk about the information on the page (title of book, author's name, illustrator's name).
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary


- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for base words, prefixes, and suffixes or other word endings. They can use the context to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. Direct students to the first paragraph on page 4 and have them find the word *crystalline* in the second sentence. Tell students they can sound out the root word (*crystal*) by applying their knowledge of syllables and vowels (one vowel sound per syllable). They can read past the word *crystalline* to the next word (*snow*) to figure out that *crystalline* is an adjective describing *snow*. They can then read on to the following sentence to find a phrase that provides a clue as to the meaning of *crystalline* (*It was like a white rose—beautiful, but with bitterly long, cold thorns.*). Tell students these clues make you think the word *crystalline* means *shaped like a crystal, with sharp points*. Ask students if this definition makes sense.
- Remind students that they should check whether a word makes sense by rereading the sentence. If the definition they used doesn't make sense in the sentence, they can look up the word in a dictionary or thesaurus.

Set the Purpose

- Tell students as they read the book to make predictions about what will happen to Woolly and Fang based on the clues in the story. Remind them to revise or confirm their predictions as they learn more information about the characters and action.

During Reading

Student Reading

- **Guide the reading:** Have students read pages 3 through 12. Tell them to pay special attention to words or phrases in the book that tell the names of the characters, where the story takes place, and any major events. If they finish before everyone else, they should go back and reread.
 - **Model revising a prediction.**
Think-aloud: *I predicted that the story would be about a mammoth and a tiger that are friends. I don't think I was correct. At least I haven't read that they are friends yet. It's okay to make a prediction that isn't right, though, because I can revise, or change, it. I think the story is about something that happens to Woolly and Fang. I'll have to keep reading to find out what it is.*
 - Have students read the remainder of the book. Remind them as they read to pause and think about a prediction they've made that is confirmed by something they read in the story. Tell them to revise their predictions if they encounter information that makes them think differently than when they began reading.
-  Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.


After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Discuss how making predictions about what will happen in the story keeps students actively involved in the reading process and helps them remember what they have read.

Teach the Comprehension Skill: **Identify story elements**

- **Discussion:** Ask students if they were surprised that Woolly was in grave danger or if they predicted it. Ask them to share other predictions they made and to tell whether or not the predictions turned out as they expected.
 - **Introduce and model:** Tell students that all stories have certain things in common: *characters* (who/ what is in the story), *setting* (where the story happens), *plot* (the events that happen in the story), and a *problem* that the characters need to solve (the problem is usually solved near the end of the story). Explain that *Woolly and Fang* has all of these elements.
 - **Model identifying story elements.**
Think-aloud: *I know that the most important characters in this story are Woolly and Fang. If it weren't for Woolly and Fang, the story would just be about a group of saber-toothed tigers attacking a herd of mammoths, and it wouldn't be nearly as interesting. Because the story is about these animals, I know that the story setting is during the Ice Age.*
 - **Check for understanding:** Have students tell the other characters in the story. Give them the **story elements worksheet**. Explain the instructions and point out the box labeled *Problem*. Discuss what the story problem is. Point out the boxes on the worksheet where students should list what happened in the story.
 - **Independent practice:** Have students complete the story elements worksheet.
-  **Extend the discussion:** Instruct students to use the last page of their book to write a brief ending to the story.

Build Skills

Grammar and Mechanics: Possessive pronouns

- Have students turn to page 4 and find the last sentence in the second paragraph. Write the following on the board: *Their tusks were long and curved...* Ask students to tell whose tusks were long and curved. Have a student come to the board to circle the word that tells to whom the tusks belonged (*Their*).
- Under the first sentence, write: *The woolly mammoths' tusks were long and curved...* Explain that *Their* takes the place of *The woolly mammoths'* and is a shorter way to say the same thing.
- Explain that in the sentence on page 4, the pronoun *Their* is called a *possessive pronoun* because it tells to whom the tusks belonged, or who possessed them.
- Use a variety of students and their possessions to provide examples of the following possessive pronouns: *his, her, its, their, my, our, your*.
- Have students find the possessive pronoun in the last sentence on page 5. Remind students that they can check themselves by asking the question, *Does this pronoun tell who or what owns something?*
- **Check for understanding:** Have students complete the [possessive pronouns worksheet](#). Discuss students' responses when they have finished.

Word Work: Synonyms

- Write the word *massive* on the board. Have students locate and read the word in the third paragraph on page 3. Ask students to suggest other words that mean almost the same thing (*huge, enormous*). Review or explain that a word that means the same or almost the same thing as another word is called a *synonym*.
- **Check for understanding:** Have students to turn to page 6 to find the word that tells how a mammoth might have felt when it used its tusks as weapons (*mad*). Ask students to suggest a word or words that mean the same or almost the same thing (*angry, irate, infuriated*).
- Give students the [synonyms worksheet](#). Explain the instructions and provide students with a thesaurus or dictionary to use if needed. Discuss students' responses when they have finished.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading

Writing Connection

Have each student work with a partner to write an alternate ending to the story (different from the ending they wrote on the inside back cover of their book). Remind students that their endings should be written in the same style as *Woolly and Fang* and remain true to the story elements (setting, characters, and plot). Have students share their story endings with the class.

Science Connection

Provide print and Internet resources for small groups of students to research various mammals that lived during the Ice Age. Their research should include diet, physical features that allowed the animals to stay warm, and other interesting facts about each animal. Have groups present their findings as an informational report.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- make, revise, and confirm predictions while reading a fictional story
- understand and identify the story elements of setting, characters, and plot
- identify possessive pronouns and use them correctly on a worksheet
- understand synonyms and use them correctly on a worksheet

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**