

M1.U1.L6

- Standards: RL.9-10.1, RL.9-10.3, RL.9-10.4
- Text: "St. Lucy's Home for Girls Raised by Wolves" (p. 238-)

Guiding Question:

How accurately does the Stage 1 epigraph represent the pack's initial experience at St. Lucy's?

Point of View of the teachers (observation) perspective

Point of view of one of the girls raised by wolves (experience)

Guiding Question L2

Lesson Agenda

- Introduction of Lesson Agenda
- Homework Accountability
- Annotation Practice
- Close Reading, Annotation, and Text-Dependent Questions
- Quick Write
- Closing

Lesson Four Agenda

Learning Standards Skills

RL.9-10.4
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.3
Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. *characterization*

RL.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Learning Standards

Close Reading and Annotation

Turn to the paragraph that begins with "That first afternoon, the nuns gave us free rein of the grounds" (p. 238).

- Box unfamiliar words.
- Underline important words related to wolf behavior and character description
- Notes in the margin

Close Reading and Annotation

Turn and Talk

Discuss your annotations. Don't forget to:

- propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas
- actively incorporate others into the discussion
- clarify, verify, or challenge ideas and conclusions

Turn and Talk

Text-Dependent Questions

Reading Section

1. What is the pack doing in this paragraph?
2. Why might the squirrels be "doomed"? (p. 227)
3. Based on the discussion about the "doomed" squirrels, what might delectable mean, as it describes the birds? (p. 238)
4. How does the pack show their wolf-like characteristics in this paragraph?
5. How is the pack feeling in this paragraph?

TDQ -Whole Class

Close Reading and Text-Dependent Questions

Read the paragraph, "We supplemented these holes by digging" (p. 238). Annotate the text as you read and discuss text-dependent questions.

6. What is the pack doing with the holes?
7. What words or phrases could replace "supplemented"? (p. 238)
8. What does "interred" mean, and how do you know? (p. 238)
9. What is "assaulting" the packs' noses? (p. 238)
10. If their noses are "aching," (pp. 238) what might assault mean?
11. Why did their "own scent become foreign" to the girls? (p. 238)
12. What is the significance of the author's focus on scent?

TDQ - Pairs