

They Lead

Teacher's Guide

About the Book:



They are the leaders.

The creators of the pack.

She digs the den, where their young will grow.

He patrols the territory and brings her food while she cares for the helpless pups.

As seasons pass, and new litters arrive, the pack grows and all work together to raise the young.

A wolf's piercing howl can carry up to 10 miles, raising goosebumps on even the most intrepid camper's skin. But the gray wolf is far from a simple predator. An incredible combination of teamwork and instinct has helped wolf packs survive, despite being endangered in most of North America. With a mother wolf and father wolf leading the pack—their family—together, the cubs grow and learn the skills they need to start their own pack someday. With stunning, lifelike illustrations and facts on each page for grownups or older children who want a deeper dive, this beautiful picture book is a monument to these majestic packs.

About the Author: June Smalls

June Smalls has been making up stories since she only had pets and stuffed animals to share them with. With her first poem published in first grade June got the writing bug and never quit. June is a member of the Society of Children's Book Writers and Illustrators and a lover of literature. She resides in Northern Virginia with her family and an ever-growing assortment of animals. When not writing June is researching, visiting zoos or aquariums, reading, or trying to convince her hubby they have room for just one more pet.

Visit her at: www.junesmalls.com

About the Illustrator: Yumi Shimokawara

Yumi Shimokawara is an illustrator, picture book writer and animal lover living in Japan. Yumi studied Japanese literature in college and then studied painting while doing various jobs.



Art by Yumi Shimokawara

Content Standards:

Anchor Standards

CCSS: ELA: LITERACY.CCRA: R.1, R.2, R.3, R.4, R.7, W.1, W.2, W.4, W.7, W.9, SL.1, SL.2, SL.3, SL.4, L.4, L.5

1st Grade

CCSS: ELA-LITERACY: RI.1.1, RI.1.2, RI.1.4, RI.1.7, RF.1.1, W.1.1, W.1.2, W.1.7, SL.1.1, SL.1.2, SL.1.4, L.1.4
MATH: CONTENT.1.OA.A.1, CONTENT.1.OA.A.2
NGSS: 1-LS1-2

2nd Grade

CCSS: ELA-LITERACY: RI.2.1, RI.2.4, W.2.1, W.2.2, W.2.7, SL.2.1, SL.2.2, SL.2.4, L.2.4
MATH: CONTENT.2.OA.A.1
NGSS: 2-LS4-1

3rd Grade

CCSS: ELA-LITERACY: RI.3.1, RI.3.3, RI.3.4, RI.3.7, W.3.1, W.3.2, W.3.7, SL.3.1, SL.3.4, L.3.4, L.3.5
MATH: CONTENT.3.MD.C.5, CONTENT.3.MD.C.6
NGSS: 3-LS2-1, 3-LS4-4

4th Grade

CCSS: ELA-LITERACY: RI.4.1, RI.4.3, RI.4.4, W.4.1, W.4.2, W.4.4, W.4.7, SL.4.1, SL.4.2, L.4.4, L.4.5
MATH: CONTENT.4.OA.A.1, CONTENT.4.MD.A.3
NGSS: 4-LS1-1

5th Grade

CCSS: ELA-LITERACY: RI.5.3, W.5.1, W.5.2, W.5.4, W.5.7, SL.5.1, SL.5.2, SL.5.4, L.5.4, L.5.5
NGSS: 5-LS2-1

About This Guide:

This teacher's guide for *They Lead*, written by June Smalls and illustrated Yumi Shimokawara, is aligned with Common Core State Standards and Next Generation Science Standards. Its activities and assignments are geared toward students in 1st-5th grade. It is assumed the teacher will adapt and scaffold the assignments based on their students' needs and level.

This guide can be printed but was created for easy viewing as a digital PDF (pages 1-9). All printables for students are located on pages 10-16. It is available for educational use only, free of charge. It is not to be resold or distributed for profit.

This guide was created by DK Ryland - credentialed K-12 teacher and picture book author/illustrator. Visit her at www.DKRyland.com

Table of Contents

English Language Arts pages 4-5

Social Studies page 6

Science page 7

Math page 8

Art pages 8-9

Printables pages 10-16

Art by Yumi Shimokawara



English Language Arts

Pre-Reading Questions:

- Who is the author and who is the illustrator?
- What do you think this book will be about?
- Do you think this is a fiction or non-fiction book? Why?
- What do you already know about wolves?
- Think about the title *They Lead*. What do you think it means?

Post Reading Discussion:

- How is a new wolf pack formed? Who creates it?
- Why might a wolf want to start a new pack?
- Why does a female wolf dig a den? Why can't she raise her pups out in the open?
- Why is it important for a mother and father wolf to work together to raise their pups?
- Why is play important for wolf pups?
- Why do packs have rules? Can you think of rules that you have to follow in school or at home? Why might those rules also be important?
- Do you think it's fair that the breeding pair and dominant wolves eat before the submissive wolves? Why or why not?
- Explain why it's safer for wolves to live in packs.
- How do wolves communicate? Have you ever seen dogs communicate in a similar way? Explain.
- Humans can be dangerous to wolves because wolves sometimes hunt livestock (farm animals). Can you think of ways farmers might protect their livestock without hurting wolves?
- How might wolves play an important role in their ecosystems? What happens when there are fewer top predators?
- At what age is a wolf mature and potentially ready to start their own pack?
- What does a territory need to have for a breeding pair to decide to start their own pack there?

Writing Prompts:

- Imagine you are a three year old wolf in a pack. Do you leave the pack and start your own or do you stay? What are the benefits in staying and the benefits in leaving? What are the struggles of staying or leaving?
- What are the benefits to living in a pack? Are the benefits the same or different for carnivores who live in groups vs. herbivores who live in groups?
- Write a letter to your local government official explaining why wolves are important to the environment and why we need to protect them.

English Language Arts

Vocabulary Matching:



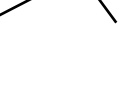

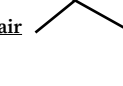
Use the printable on page 10 to match the vocabulary words to their definitions.



Art by Yumi Shimokawara

Answer Key:

They Lead: Vocabulary Match

<u>Wolf Pack</u>		A hole a female wolf digs in the ground for the purpose of raising wolf pups.
<u>Wolf Den</u>		The land in which a wolf pack lives and hunts.
<u>Territory</u>		A group of wolves that live and hunt together.
<u>Carnivore</u>		A male and female wolf who create and lead the pack and are the only wolves who have new litters of pups.
<u>Breeding Pair</u>		An animal that eats mostly other animals.

Choose one of the vocabulary words above and use it in your own sentence:

Answers will vary.

10

Poetic Devices - Similes:

Introduce and give examples of similes to the class.

A simile is a figure of speech that compares unlike things using "like" or "as."

Examples:

She is as fast as lightning.
He swims like a fish.

The goal of this lesson is to get students to think deeply about wolf traits and be able to identify and compare those traits to people in their own lives.

Use the printable on page 11 to practice using similes.

Answer Key (answers will vary):

They Lead: Similes

A simile is a figure of speech that compares two unlike things, using "like" or "as". Similes are used to show a common quality between the things you are comparing.

Examples: She is as quiet as a mouse.
He is as fast as a cheetah.
A wolf runs like the wind.

Fill in the blanks below to compare people or things to different kinds of wolves.

Example: My friends are as loyal as a wolf pack.

My dad _____ is as strong _____ as a wolf.

My brother _____ is as playful _____ as a pup.

My friends _____ are as loyal _____ as a wolf pack.

My teacher _____ is as caring _____ as a mother wolf.

Write your own:

Answers will vary.

11

Social Studies

4 Corners - Teamwork:

Create 4 separate pieces of paper, each with one of these statements: Strongly Agree, Agree, Strongly Disagree, and Disagree. Post 1 paper in each corner of the classroom. Read the statements below and have students group themselves in the corner that corresponds to whether they agree or disagree with the statement. Once they are in their groups, give them time to discuss why they agree or disagree with the statement and have them choose 1 person to be the speaker of the group to express their opinions. After all groups express their opinions, give students an opportunity to change corners if an opposing viewpoint has changed their mind.

1. Listening is the most important trait of a good teammate.
2. Teams produce better results than individuals.
3. Every team needs a leader.
4. Leaders should have the final say on group decisions.
5. People who are different from each other make good teammates.

After the 4 corners activity, have students write an opinion piece based on whether they agree or disagree with one of the 5 above statements. The length and depth of the opinion essay will depend on grade level. Generally, an opinion essay needs an opinion statement, evidence to support the opinion, and a conclusion.

Teamwork Groupwork:

After reading *They Lead*, have individual students list as many facts as they can remember about wolves. Once they finish their lists, place students in groups of 3-4 and have them combine their lists.

Art by Yumi Shimokawara



Ask your students:

- How many more facts do you have as a group than you did as an individual?
- Does this prove that teams produce better results than individuals? Why or why not?
- Can you think of a project or activity that would be easier to perform as an individual than as a team?

Science

Mammals:

Divide the white board into 5 different rows and write Mammals, Fish, Birds, Reptiles, and Amphibians at the top of each row.

Ask the class if they know what these categories represent (categories of animals) and, together, fill out the columns with examples of different animals from each category.

Discuss as a class:

- What kind of animals are wolves? (mammals)
- How do you know? What traits do mammals have? Write student answers on the board.
 - Mammals are vertebrates (they have spines).
 - Mammals are warm-blooded.
 - Mammals have fur or hair. (although most whales only have hair in the fetal stage)
 - Mammals produce milk for their young.
 - Mammals give birth to live young. (except for the duck-billed platypus and echidna)
 - Mammals use lungs to breathe.

Watch this video as a class: <https://www.youtube.com/watch?v=zqsK0Vhcl8o>

Then discuss any mammal traits you might have missed.

Discuss how mammals have important similarities but are also unique and different from each other in many ways (color, size, diet, etc.). Use page 12 to compare a wolf to another mammal. Students can choose any other mammal they'd like and this can be done individually or as group work.

Yellowstone Wolf Reintroduction:

Discuss as a class:

- Why are predators important to their ecosystems?
- What do you think happens when apex predators are removed from an ecosystem? How might it affect plants and animals within that ecosystem?

Watch this video about the reintroduction of wolves to Yellowstone National Park:

<https://ca.pbslearningmedia.org/resource/a58e3ca2-52ab-45f5-87ac-26ee0d681146/wolves-of-yellowstone-earth-a-new-wild/>

Use page 13 to explore how wolves positively impact the ecosystem in Yellowstone National Park.

Math

Addition and Subtraction:

Use the wolf themed word problems on page 14 to practice addition and subtraction.

Answer Key:

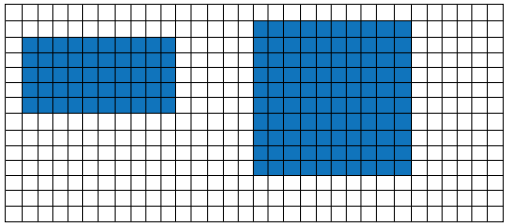
They Lead: Addition and Subtraction	
1. Wolf Pack # 1 has 23 wolves. Wolf Pack # 2 has 6 wolves. How many wolves are in both packs altogether?	29 wolves
2. Wolf Pack # 1 has 27 wolves. Wolf Pack # 2 has 11 wolves. How many more wolves are in Wolf Pack #1 than Wolf Pack #2?	16 wolves
3. The male wolf in the breeding pair weighs 125 pounds. The female wolf in the breeding pair weighs 95 pounds. How much more does the male wolf weigh than the female wolf?	30 pounds
4. A female wolf has had 3 litters of pups. The first litter had 4 pups. The second litter had 6 pups, and the 3rd litter had 7 pups. How many pups has she had altogether?	17 pups
5. On day 1, a wolf ate 7 pounds of food. On day 2, they ate 12 pounds of food. On day 3, they ate 6 pounds of food and on day 4 they ate 15 pounds of food. How many more pounds of food did the wolf eat on day 4 than on day 1?	8 pounds

14

Division and Area:

Use page 15 for math practice based on wolf territories.

Answer Key:

They Lead: Division and Area	
1. Wolves hunt and live in territories anywhere from 50 to over 1,000 square miles. How many times larger is 1,000 sq. miles than 50 sq. miles?	20 times larger
Each box in the graph below represents 1 square mile. In the graph below, draw a territory with an area of 50 and of 100 square miles.	
	
Critical thinking: Why might one pack need only 50 square miles of territory, while another pack might need 1,000 square miles of territory?	
Answers will vary and may involve availability of food or size of the pack.	
<hr/> <hr/> <hr/>	

15

Art

Mosaic Silhouette:

In this art activity, students will experiment with value in order to make a mosaic illustration.

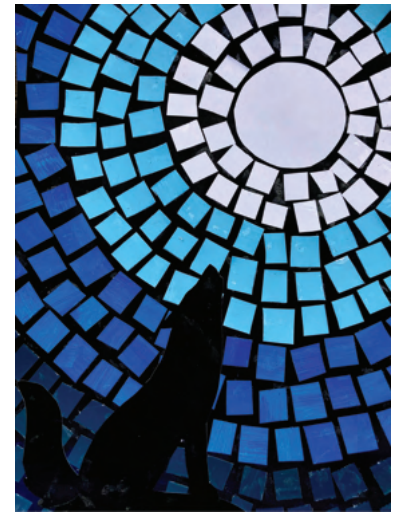
1. Have students mix 3 different shades of blue by mixing with white to make the blue lighter in value or mix with black or orange to make the blue darker in value. (You can mix a color with it's compliment to get a darker value.)

Supplies Needed

- 4 Pieces of White Cardstock
- 2 Pieces of Black Cardstock
- Acrylic Paint
(blue, white, black, and orange)
- Paintbrushes, Cup w/ Water
- Scissors, Gluesticks

2. Have students paint pieces of white cardstock - each a different shade of blue. Leave the fourth paper white.
3. While drying, cut out the circle and the wolf from page 16. Cut your white cardstock in half and trace the circle on it and cut out. Trace the wolf on black cardstock and cut out.
4. Once dry, cut all of the 3 blue papers in half (the other half will be used for the next art project). Cut those halves into strips, then cut the strips into squares (mosaic tiles.) Cut the half of the white paper that has a circle missing into strips and then square tiles. Leave the intact half for the next project.
5. Students will arrange and glue the moon (white circle) in an upper corner of a full piece of black cardstock, then arrange white tiles around it 1-3 times, followed by light blue, medium blue, and dark blue. Trim any pieces that hang off the edge.
6. Cut a strip of black cardstock from the piece you used to cut out the wolf and paste at the bottom of your mosaic as a piece of land for the wolf to sit on. Paste your wolf silhouette to sit on top of that.

Example:



Colorful Forest Habitat:

In this art activity, students will use shape and complimentary colors to create a forest illustration.

1. Have students mix a very light blue color by mixing white with a drop of blue and paint the top 2/3rds of a piece of cardstock. Paint the bottom third with orange mixed with white.
2. Have students grab their half piece of white cardstock (from the previous art project) and paint it orange. Students can mix orange with a drop of black or blue to darken the value.
3. Students will then cut out shapes (triangles, circles, ovals, etc.) from the blue half-papers they created before. These will be the tree canopies. Once dry, cut out shapes from the orange paper as well. Optional - students can flick, sponge, or paint orange into their blue canopies. Blue and orange are complimentary and this is a good way to experiment with compliments as well as how different values interact (light orange on dark blue).
4. Arrange and paste the trees/shapes in the back row first and higher up on the paper. Next, glue the front row of trees overlapping the back row and each other, further down on the page. Use the black pastel to draw tree trunks and branches. The closer trunks should reach further down on the page to create the illusion that they are closer than the trees in the back.
5. Optional: Draw wolves along the forest floor with the black pastel.

Supplies Needed

- Same as Previous Project
- 1 Additional Piece of White Cardstock
- Black Pastel

Example:



They Lead: Vocabulary Match

Wolf Pack

A hole a female wolf digs in the ground for the purpose of raising wolf pups.

Wolf Den

The land in which a wolf pack lives and hunts.

Territory

A group of wolves that live and hunt together.

Carnivore

A male and female wolf who create and lead the pack and are the only wolves who have new litters of pups.

Breeding Pair

An animal that eats mostly other animals.

Choose one of the vocabulary words above and use it in your own sentence:

They Lead: Similes

A simile is a figure of speech that compares two unlike things, using “like” or “as”. Similes are used to show a common quality between the things you are comparing.

Examples: She is as quiet as a mouse.
He is as fast as a cheetah.
A wolf runs like the wind.

Fill in the blanks below to compare people or things to different kinds of wolves.

Example: My friends are as loyal as a wolf pack.

_____ is as _____ as a wolf.

_____ is as _____ as a pup.

_____ are as _____ as a wolf pack.

_____ is as _____ as a mother wolf.

Write your own:

They Lead: Compare and Contrast Mammals

Use the chart below to compare and contrast wolves to another kind of mammal.

Wolf

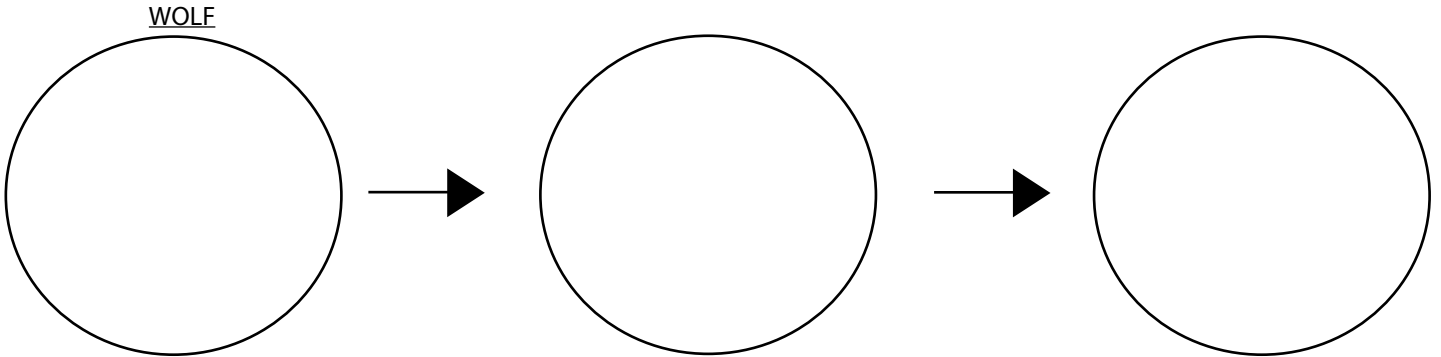
Other mammal: _____

How they are similar:

How they are different:

They Lead: Wolves in Yellowstone

Use the circles below to draw a food chain that starts with the wolf:



Explain how the reintroduction of wolves to Yellowstone National Park positively effected at least 2 other species of animals or plants in the ecosystem:

[illegible]

They Lead: Addition and Subtraction

1. Wolf Pack #1 has 23 wolves. Wolf Pack #2 has 6 wolves. How many wolves are in both packs altogether?

_____ wolves

2. Wolf Pack #1 has 27 wolves. Wolf Pack #2 has 11 wolves. How many more wolves are in Wolf Pack #1 than Wolf Pack #2?

_____ wolves

3. The male wolf in the breeding pair weighs 125 pounds. The female wolf in the breeding pair weighs 95 pounds. How much more does the male wolf weigh than the female wolf?

_____ pounds

4. A female wolf has had 3 litters of pups. The first litter had 4 pups. The second litter had 6 pups, and the 3rd litter had 7 pups. How many pups has she had altogether?

_____ pups

5. On day 1, a wolf ate 7 pounds of food. On day 2, they ate 12 pounds of food. On day 3, they ate 6 pounds of food and on day 4 they ate 15 pounds of food. How many more pounds of food did the wolf eat on day 4 than on day 1?

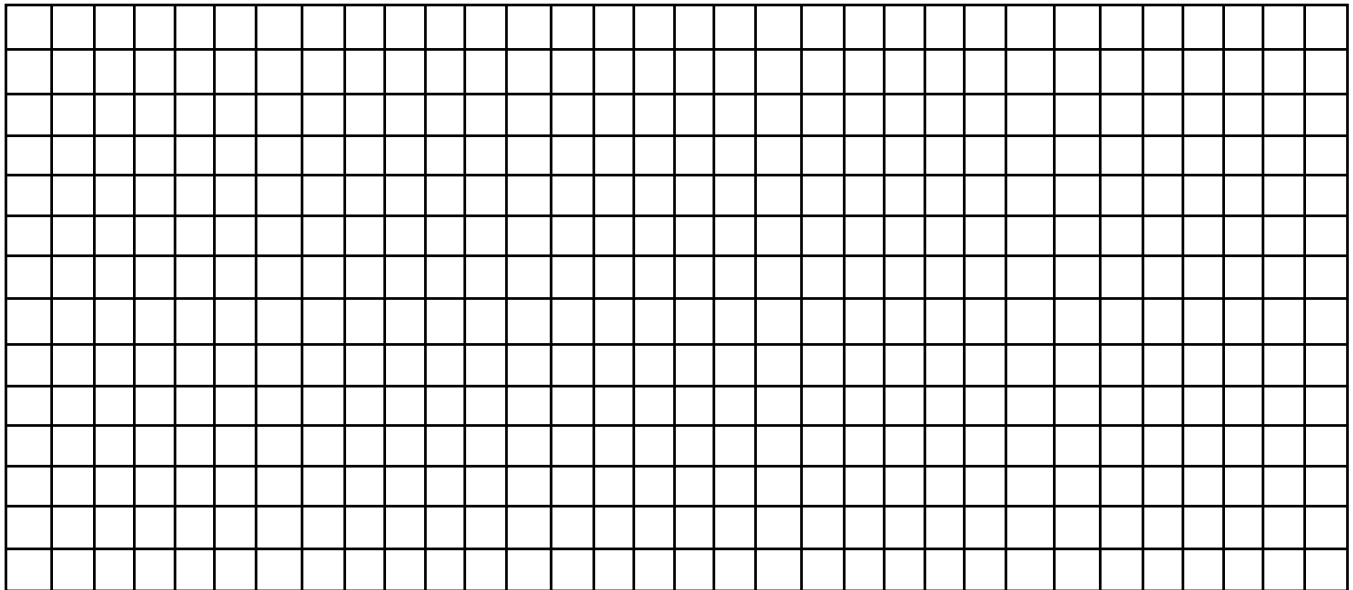
_____ pounds

They Lead: Division and Area

1. Wolves hunt and live in territories anywhere from 50 to over 1,000 square miles. How many times larger is 1,000 sq. miles than 50 sq. miles?

_____ times larger

Each box in the graph below represents 1 square mile. In the graph below, draw a territory with an area of 50 and of 100 square miles.



Critical thinking:

Why might one pack need only 50 square miles of territory, while another pack might need 1,000 square miles of territory?

They Lead: Art

