

NOVEL STUDY

A WOLF CALLED WANDER



NGS
MAGNIF/ED

ROSANNE PARRY

Novel Studies in the Science Classroom: Developing Science Literacy Skills

Today struggling readers face many long-term challenges and are more at risk of falling behind. However, science is a great way to engage students, no matter their background. NGS Magnified has created novel studies for teachers to use in the science classroom to help bridge that gap. Novel studies help build rapport with students while supporting and fostering independent learning. In addition, we believe that using novel studies in the science classroom will expose students to different perspectives and help them understand how science vocabulary applies to so many events in their lives.

Research shows that connecting content and skills from other subjects enhances students' learning and improves their comprehension.

- *The literacy from reading can easily come from non-fiction and fiction novels that surround a science-related topic and are far more of a high-interest read for the majority of students than reading a textbook (Anderson & Hite, 2010; Batchelor, 2017; Coiro, 2012; Freudenrich, 2000).*
- *Science fiction novels are an excellent way to engage students in science ideas while also helping students improve their literacy skills. (Creech and Hale, 2006)*
- *Teachers can add in other readings from the internet and news articles which brings the reading level down to a more manageable level, however students are more willing to learn and spend the time to learn new vocabulary when highly engaged in what they are reading (Weinbugh et al., 2014).*

NGS Magnified novel studies heavily focus on the following:

- vocabulary
- reading comprehension
- simple research
- cross-curricular connections
- culminating final project

Students will focus on inquiry skills such as comparing and contrasting, summarizing, making inferences, cause/effect relationships, fact and opinion, and critical thinking.

Happy reading,
Erica



A *New York Times* bestseller! "Don't miss this dazzling tour de force."— Katherine Applegate, Newbery Medal winning author of *The One and Only Ivan*.

Swift, a young wolf cub, lives with his pack in the mountains learning to hunt, competing with his brothers and sisters for hierarchy, and watching over a new litter of cubs. Then a rival pack attacks, and Swift and his family scatter.

Alone and scared, Swift must flee and find a new home. His journey takes him a remarkable one thousand miles across the Pacific Northwest. The trip is full of peril, and Swift encounters forest fires, hunters, highways, and hunger before he finds his new home.

Inspired by the extraordinary true story of a wolf named OR-7 (or Journey), this irresistible tale of survival invites readers to experience and imagine what it would be like to be one of the most misunderstood animals on earth. This gripping and appealing novel about family, courage, loyalty, and the natural world is for fans of Fred Gipson's *Old Yeller* and Katherine Applegate's *Endling*.

Includes black-and-white illustrations throughout and a map, as well as information about the real wolf who inspired the novel.

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**Check out the following sample pages
focusing on science vocabulary, reading
comprehension, and literacy-based projects!**

Teacher Guide included!

Prereading activity

A WOLF CALLED WANDER

Wolf Pack Personality Quiz

Directions: Read each question and circle Yes or No. When finished, use the scoring guide to determine your role in a wolf pack.

1. In a group setting, I like to be in charge. YES NO
2. I'm good at listening. YES NO

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WORD STUDY: *Pack, Watch, Rival*

1. Den

Draw a picture that shows wolf pups sleeping safely inside a *den*.

2. Senses

List the 5 senses.

1.

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WORD STUDY: *Pack, Watch, Rival*

7. Stifle

Identify two synonyms for the word *stifle*.

8. Pine tree

Definition:

9. Kin

Use the word *kin* correctly in your own sentence.

10. Scent-mark

How does scent-making help animals survive?

5. Elk

An elk is a characteristic of

1.

2.

3.

11. Summer

In the summer, animals like deer are more active because ____.

- a. they can't sleep
- b. they are safer from predators
- c. they need to hide from other animals
- d. there is more food is available

12. Pack

A group of wolves is called a *pack*. List three other names of groups of animals.

- 1.
- 2.
- 3.

Group the questions by role.

Wolf Role

Alpha (Leader)

Beta (Supporter)

Scout (Observer)

Hunter (Doer)

The group with the highest number of votes is the most common role in a wolf pack.

Vocabulary

Reading Check: *Pack, Watch, Rival*

Directions: Answer the following questions in complete sentences.

1. What is the name of the main character, and why do they call him that particular name?

2. Why do wolves and other animals scent mark?

3. Why doesn't the po

4. How does Swift feel

Reading Check: *Raven, Found, Lightning*

Directions: Answer the following questions in complete sentences.

1. How do interactions between species and ravens show cooperation in nature? (Hint – commensalism or mutualism)

Reading Check: *Hunt, Track, Run*

Directions: Answer the following questions in complete sentences.

1. How does Swift lead the cougar away from the horses? Why do you think he does this?

2. What does Swift learn about the black horned deer?

3. After a forest fire, plants and animals slowly return to an area over time. This is called ecological succession. Draw two pictures to show what a forest might look like right after the fire and then several years later.

Forest right after the fire	Forest several years later
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Each section has reading comprehension questions to track student progress and understanding.

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as. Create two of

ening hide. They

What does this

r survival?

Novel Project option

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Final Project - Wolf Tracker

Introduction:

You are a wildlife biologist studying two wolves, Swift and Shadow, who have each left their original pack and are traveling alone in search of a new home. Using GPS collar data, you'll plot their movement paths and analyze their choices. As they travel across different environments, your job is to interpret their behaviors, make predictions about their future paths, and

Part 1: Plot the Paths

Using the Wolf Tracker data, plot the movement paths of Swift and Shadow.

- Use one color for each wolf's path.
- Label each point with the day number.
- Connect the points to show the path.
- Identify any patterns or trends in the data.

Swift Tracking Data

Day	Latitude
1	45.000
2	45.100
3	45.300
4	45.500
5	45.600
6	45.700
7	45.800
8	45.900

Shadow Tracking Data

Day	Latitude	Longitude	Habitat Type	Notes
1	44.500	-121.200	Mixed Forest	Howled and searched for pack
2	44.600	-121.300	Meadow	Chased rabbit unsuccessfully
3	44.800	-121.400	Logging Area	Loud machinery nearby
4	44.900			
5	45.000			
6	45.200			
7	45.300			
8	45.400			

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Part 2: Analyze the Paths

Swift

1. What types of environments did Swift travel through?
2. What signs of wildlife or resources (like food or water) did Swift encounter?
3. Based on his path, where do you think Swift would most likely stop to rest or settle? Why?
4. If you were tracking Swift for real, what prediction would you make about where he might go next?

Shadow

1. What direction did Shadow generally travel? Did he seem to follow a clear path or change direction often?
2. What signs of human activity did Shadow come across along the way?
3. Do you think Shadow had an easy or difficult time surviving during this journey? Explain using clues from the data.
4. Where in Shadow's journey do you think he had the best chance of finding food or safety?



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