

### THE RETURN OF THE WOLF

Hundreds of years ago, there were lots of gray wolves in North America. Most Native American tribes respected the wolf. These people were hunters, and they admired the wolf's great hunting skill. But when European settlers came to America, things changed. The Europeans were mostly farmers. They were afraid that the wolves would eat their farm animals. The European settlers killed so many gray wolves that the **species vanished** from many areas. It was as if they were never there.

For many years, wolves were very **rare** in the United States. They were hard to find. They survived in only a few areas. After many years, people's feelings about wolves began to change. People began to take a **scientific** interest in wolves.

Scientists studied how the wolves behaved. Their **biological** studies showed that wolves help the natural world in important ways. Wolves hunt animals such as deer and moose. If there are no wolves, the numbers of deer and moose grow too large. Then there is not enough food for all of them to eat, and the deer and moose begin to starve. Wolves kill the sick and weak members of the herd and keep it from getting too large.

In the 1960s, the gray wolf was placed on the United States government's endangered species list. This is a list of animals that are protected by law. It is illegal to hunt any of the animals on the list. Today, having the wolves on the endangered species list helps to ensure their **survival**. Instead of vanishing, the gray wolf population has increased. With help from scientists, wolves are even returning to some of their old homes, such as Yellowstone National Park.

The wolves have been protected so well that someday they might be removed from the endangered species list. However, some people still fear that gray wolves will attack their farm animals. These people fight plans to bring wolves back into the areas where they once lived. But for the most part, people realize that the wolf is not a threat. Instead, it is an important part of the natural world.

**COMPREHENSION** What happened to wolves after European settlers came to North America? What are some important science words used in this passage?

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Days 1 and 2

“The Return of the Wolf,” Vol. 2, pp. 34–35

### Yellowstone National Park

Yellowstone National Park is the oldest national park in the world. You can find it on a map in the northwest **region** of the United States. Most of the park is in the state of Wyoming, but some of it stretches into the states of Montana and Idaho. In 1872, President Ulysses S. Grant decided that Yellowstone was so special that the whole country should use it. It became a public park. After that, millions of people went to visit Yellowstone.

Almost all of Yellowstone's **landscape** is covered by trees. In fact, you could think of it as one big forest! But there are some parts of the park that are not covered by trees. There are grassy meadows. There are even waterfalls. Yellowstone has lakes and rivers. It also has deep **canyons** and tall mountain ranges.

The most interesting thing about Yellowstone is that it has very high places and very low places. This is because Yellowstone sits on top of a big **volcano**! The volcano in Yellowstone is the biggest one on the **continent** of North America. A long time ago, the volcano spit out hot liquid from the center of the earth. It did this many times. When the liquid cooled down, it turned into rock. Some of the rock stacked up high. This made a **plateau**. Other parts of the rock sank into the ground. This formed a crater.

It is very hot deep down in the earth. The volcanic activity at Yellowstone left lots of cracks in the ground. Sometimes water flows down into these cracks. Then it gets heated up by the earth. When the water gets very hot, the earth spits it high into the air. This is called a **geyser**. Yellowstone has three hundred geysers. Old Faithful is the most famous one. Old Faithful spits out hot water about every half hour. Sometimes it can spit hot water for up to five minutes without stopping!

Another reason that people go to Yellowstone is to see all the plants and animals. Yellowstone has more than two thousand different kinds of plants. It also has animals you might not see in a park near where you live. Yellowstone has animals such as bears, foxes, and wolves. Some people go to Yellowstone because there is not another place in the world that looks like it. Why do you think you would go?

**COMPREHENSION** What are some things that make Yellowstone National Park special? What words about land did you hear in this passage?

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Days 3 and 4

“Yellowstone National Park,” Vol. 2, pp. 36–37

**Assessment**

Pretest/Posttest Administration p. 85

Pretest/Posttest Blackline Masters

pp. 138–139

**Day 1**

**Introduce Meanings**

**Assess** To assess what word meanings children already know, copy and distribute the **Pretest/Posttest** on pages 138–139. Use page 85 to administer the test.

**Explain** Write each word below on the board. Read it aloud. Then introduce the category. Explain that when animals are endangered, they are in danger of dying out completely. Offer an explanation and a brief example for each word.

**Words About Endangered Animals**

**biological** *adj.* having to do with living things *A biological book might have information about both plants and animals.*

**rare** *adj.* not seen often; unusual *It is rare to see raccoons awake during the daytime.*

**scientific** *adj.* related to science; tested *The scientific research shows that dolphins are mammals.*

**species** *n.* a kind of animal *Housecats are part of a different species than tigers.*

**survival** *n.* staying alive *Plants need water for their survival.*

**vanished** *v.* disappeared *The tiny mouse vanished as soon as the hungry cat looked away.*

**Discuss** Guide children to see the relationship between each word and the category. Discuss with them some things that animals do for **survival**.

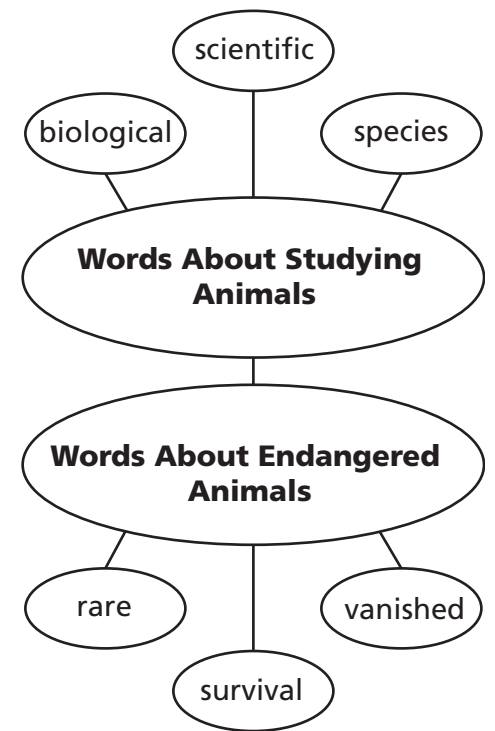
**Read Aloud** Explain that you will read aloud a story about an endangered species. Then read aloud “The Return of the Wolf.” Discuss the Comprehension questions.

**Day 2**

**Categorize and Classify**

**Reread and Explain** Reread “The Return of the Wolf.” At the end of each sentence that includes an oral vocabulary word, stop and repeat the explanation of the word. Then reread the sentence.

**Use a Graphic Organizer** Use the graphic organizer and the questions below to reinforce understanding of the relationship between each word and the category.



1. When scientists do careful research, what kind of study is it called? (**scientific**)
2. Name an animal that is **rare** in your neighborhood. (**Answers will vary.**)
3. What are some things animals need for **survival**? (**Sample answer: food, sleep**)



## Day 3

## Introduce Meanings

**Explain** Write each word below on the board. Read it aloud. Offer an explanation and a brief example for each word.

## Words About Land

**canyon** *n.* a very deep, wide split in the ground *A river runs through the bottom of the canyon.*

**continent** *n.* one of seven large land areas in the world *The United States is on the continent of North America.*

**landscape** *n.* the way the land looks *The desert landscape is wide, long, and sandy colored.*

**plateau** *n.* a hill with a flat top; a tableland *We could see sheep grazing on the plateau.*

**region** *n.* an area of a country *Indiana is in the Midwest region of the United States.*

**volcano** *n.* a mountain that lets out heat from the center of the earth *The volcano spit lava when it erupted.*

**Discuss** Guide children to see the relationship between each word and the category. Discuss with them the size and shape of each landform on the list.

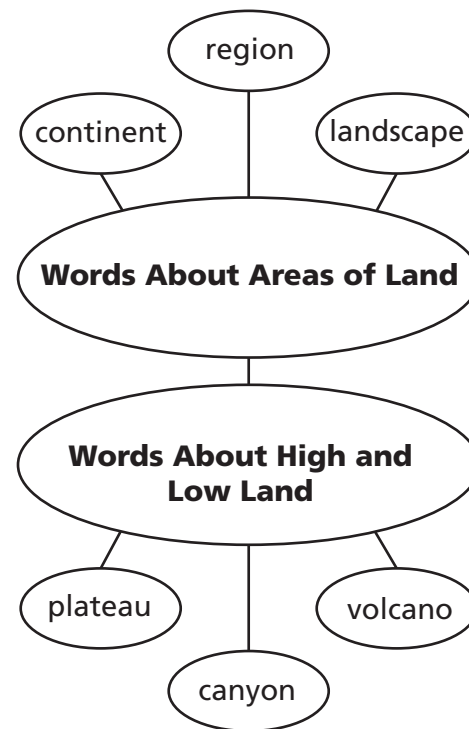
**Read Aloud** Explain that you will read aloud a story about the land in Yellowstone National Park. Then read aloud "Yellowstone National Park." Discuss the Comprehension questions.

## Day 4

## Categorize and Classify

**Reread and Explain** Reread "Yellowstone National Park." At the end of each sentence that includes an oral vocabulary word, stop and repeat the explanation of the word. Then reread the sentence.

**Use a Graphic Organizer** Use the graphic organizer and the questions below to reinforce understanding of the relationship between each word and the category.



1. Which is bigger, a region or a continent? (a continent)
2. Describe a landscape that you think is beautiful. (Answers will vary.)

## Day 5

## Deepen Understanding

**Review** Repeat explanations for all oral vocabulary words. Use the definitions and examples from Day 1 and Day 3.

**Guide Partner Activities** Have partners work together to complete each of the activities below. Circulate and listen to partners as they work. Provide corrective feedback.

**Role-Play** Pretend you are doing scientific research on an endangered species. Explain your research to your partner. Use these words: rare, survival, region, vanished.

**Compare** Talk to your partner. Compare a canyon to a plateau. Then compare them each to a volcano.

**Draw** Imagine a landscape, such as a beach, a desert, or a forest. Then draw a picture of this landscape. Describe your picture to a partner.

**Describe** Pretend that you are doing biological studies of a continent. Describe the animals that live there. What do they look like? How do they act?

**Assess** To assess what word meanings children have learned, copy and distribute the Pretest/Posttest on pages 138–139. Use page 85 to administer the test. Compare scores with Day 1 assessment.