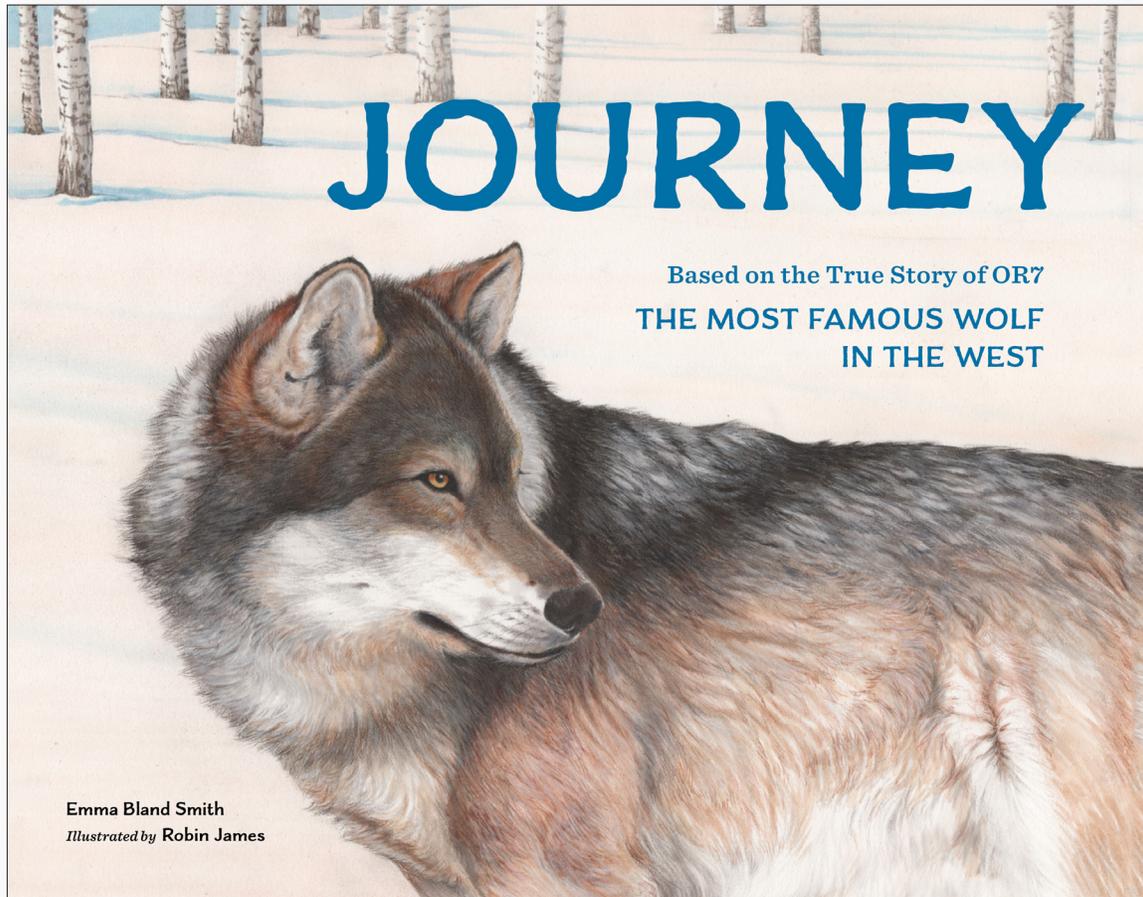


The discussions and activities in this guide align with Common Core State Standards for English Language Arts for Grades K–3.

TEACHER'S GUIDE

Written by Julie Fry, EdM, NBCT



JOURNEY

**Based on the True Story of OR7,
the Most Famous Wolf in the West**

Written by Emma Bland Smith
Illustrated by Robin James

BEFORE THE STORY . . .

1. Study the cover of the book and use *who*, *what*, *where*, *when*, *why*, and *how* to ask students questions about what they see. (RL.K-3.1)
2. Help younger students identify the author and illustrator and define the role of each in telling a story. (RL.K.6)
3. Ask students to the following questions and record their answers: "What does it mean to be famous?" and "What do you think would make a wolf famous?" Tell students you will ask them to think about how they answered these questions at the end of the story, after the action concludes. (RL.2.5)



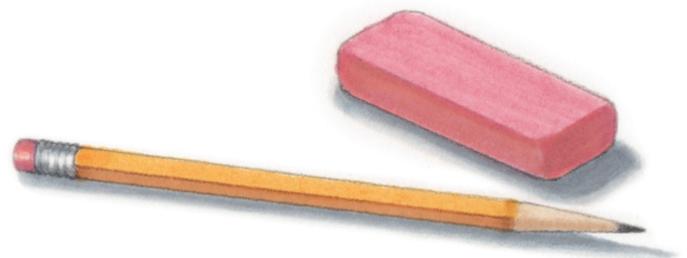
DURING THE STORY . . .

1. After page 5, stop and discuss what students think a wilderness is by participating in a short collaborative conversation, using the Turn and Talk strategy. Have students share out their thinking. (SL.K-3.1)
2. Without showing the illustration and after reading page 7, stop and ask students, "What do you think made the sound?" Discuss the meaning and synonyms of the word *veered*. (SL.K-3.1)
3. After page 8, discuss students' predictions of the source of the sound the wolf heard in the woods. (SL.K-3.1)
4. After page 10, discuss why students think it is important for OR7 to find a mate. (SL.K-3.1)
5. After page 12, discuss how using technology, such as radio collars and the internet, can help animal recovery. Also discuss the attitudes behind the culture of "that wolf better keep away from my farm, or else." Ask students, "Have you ever felt afraid of something and then start to feel angry about it?" An example of this might be feelings toward people who have intimidated or bullied them or their friends. (SL.K-3.1)

6. After page 15, discuss why it is beneficial for animals to live in packs. Discuss if there are any disadvantages to living in packs. Answer the question, "Do people live in packs?" (SL.K-3.1)
7. After page 17, have students discuss how Abby responded to the event mentioned in the details on this page. (RL.K-3.3)
8. After page 18, discuss the author's use of point of view in the transition from pages 16–17 to 18–19. Ask students, "How did the point of view change?"; "How did the transition affect your curiosity about the plot?"; and "What is your point of view?" (SL.K-3.1; RL.3.6)



9. After page 18, discuss how wolves and coyotes are similar and how they are different. Use the internet to gather information in order to compare these animals, including their size, population, diet, and hunting practices, in a written report. (W.K-3.2)
10. After page 21, discuss the questions, "Why is Journey a good name?" and "Why is Journey more of an appealing name than OR7?" (SL.K-3.1)
11. After page 21, go back and ask students to think about their earlier discussion of how they thought a wolf could become famous. Did the story surprise them? (SL.K-3.1)
12. After page 23, discuss students' point of view. What do they feel? (SL.K-3.1)



13. After page 24, think about and define the word *traveler*. Discuss how people often travel or migrate to other parts of the world because they are looking for something too, such as a job. (SL.K-3.1)
14. After page 26, discuss with students why it is important for the wolves to be “where there are not too many roads and not too many farms.” (SL.K-3.1)

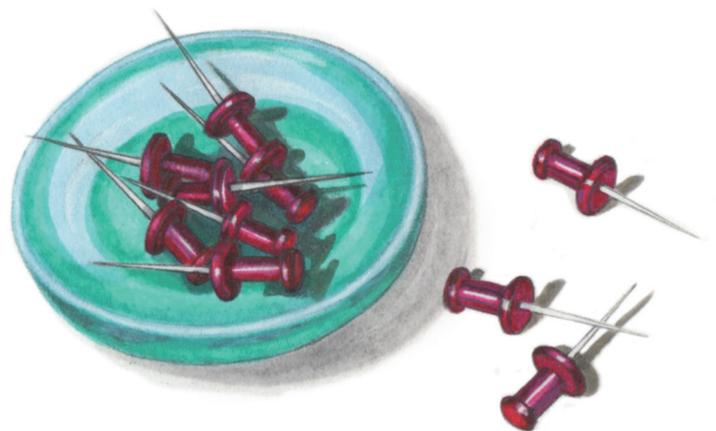
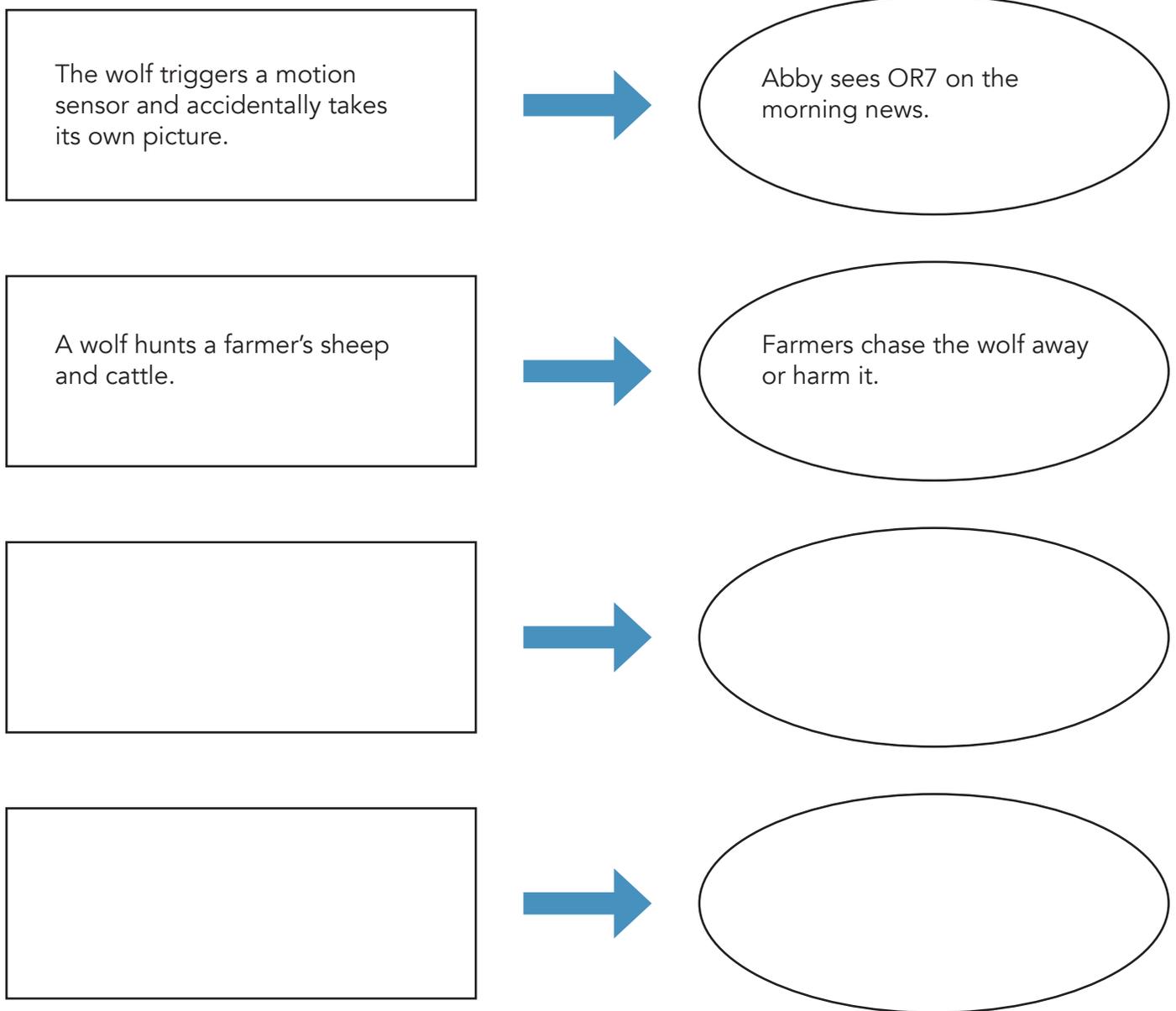
AFTER THE STORY . . .

1. Ask students to describe the overall structure of the story: describing how the *beginning* introduces the story, details are developed in the *middle*, and the *ending* concludes the action. (RL.2.5) Have students retell the story, recounting key details in complete sentences and answering the question, “What is the central message of the story?” (RL.K-2.2)
2. Write an opinion piece responding to the question, “Do you think it is important to reintroduce wolves into vast wilderness areas with ‘not too many roads and not too many farms—just right for wolves’?” (W.K-3.1)
3. Write an opinion piece responding to the question, “Should wild animals be named or numbered?” (W.K-2.1)
4. Compare the map in the book to real pictures of wilderness areas and landmarks mentioned in the story found in media searches on the internet. (RI.K-2.7; RL.2.7; SL.1-2.2)
5. Compare how wolves are portrayed in this story to traditional themes in folk stories and fables where the wolf is the antagonist, such as *Little Red Riding Hood*. (RL.K-3.9)



6. Discuss the comprehension strategy Cause and Effect. Have students complete a chart (fig. 1) in pairs or as a whole class, reminding them that thinking about how details are connected helps readers remember the story. (SL.K-3.1)

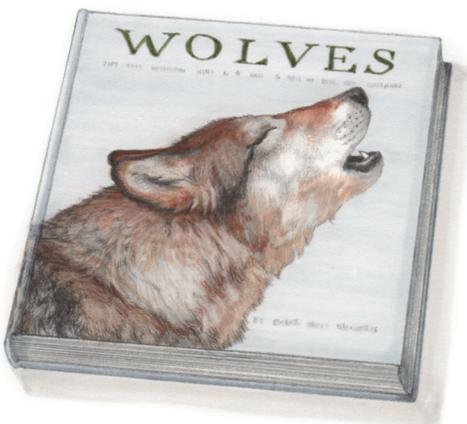
CAUSE AND EFFECT (FIG. 1)



7. Add to the Author's Purpose chart (fig. 2), discussing how the characters' points of view may or may not be different. Discuss why the author might have chosen point of view to tell the story. Discuss how using this narrative perspective can build a stronger connection between the reader and the characters. (RL.1-3.6; SL.K-3.1)

AUTHOR'S PURPOSE (FIG. 2)

CHARACTER	PAGE	POINT OF VIEW	CLUE
The wolf (OR7)	2	The young wolf is driven to leave his pack.	"What was out there? What lay past the mountains? He walked faster toward the unknown."
	7		
	10		
	15		
	18		
	23		
	26		



CHARACTER	PAGE	POINT OF VIEW	CLUE
Abby and her Dad	5	It would be neat to see wolves in California again.	“‘Oh, I hope he’ll come to California,’ said Abby. But she guessed that was unlikely. ”
	12		
	17		
	20		
	24		

- Have students write out a timeline, capturing major events in Journey’s life. Have them compare it with a timeline of their lives, noting times when their family has moved or relocated. (W.K-3.1)



ENGLISH LANGUAGE ARTS STANDARDS THIS GUIDE ALIGNS WITH:

Reading Standards for Literature: RL.K.1, RL.K.2, RL.K.3, RL.K.6, RL.K.9, RL.1.1, RL.1.2, RL.1.3, RL.1.6, RL.1.9, RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.6, RL.2.7, RL.2.9, RL.3.1, RL.3.3, RL.3.6, RL.3.9

Reading Standards for Informational Text: RI.K.7, RI.1.7, RI.2.7

Writing Standards: W.K.1, W.K.2, W.1.1, W.1.2, W.2.1, W.2.2, W.3.1, W.3.2

Speaking and Listening Standards: SL.K.1, SL.1.1, SL.1.2, SL.2.1, SL.2.2, SL.3.1

Visit the Common Core State Standards website to read about the individual standards: www.corestandards.org/the-standards.