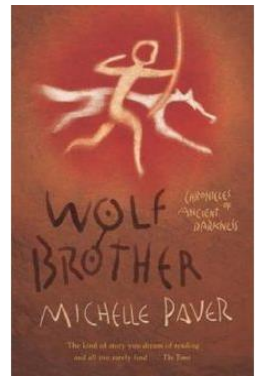


# Wolf Brother

Michelle Paver



## Core Lesson

To write a poem

## Resources needed

Pupil template sheet  
Pencils  
The Wolf Brother Book

## Lesson

Begin lesson by brainstorming adjectives that describe a character from Wolf Brother. This should be done as a class. Encourage the children to look in their books. Does the author use adjectives to describe the one character particularly well? For example what do they think Fa looks like? How does he behave?

Now do the same for the setting of the book. Can the pupils describe the wilderness that Torak finds himself in?

Discuss the problems that were present in the book. Can you focus on one particular problem?

Pupils can now do their own poem. They can either use the words created by the class or choose a different character out of the book. They could use the notes that the children have created to write any kind of poem, or use the template sheet. Here is the layout:

\_\_\_\_\_

(Character's name)

\_\_\_\_\_

(2 adjectives that describe the character)

\_\_\_\_\_

(3 words that describe the setting)

\_\_\_\_\_

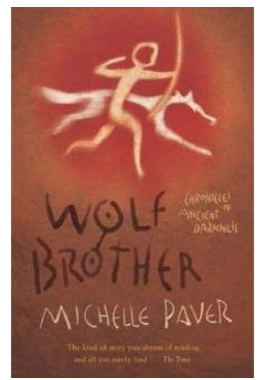
(4 words that describe the problem)

## Experiences and Outcomes

*Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. ENG 2-31a*

# Wolf Brother

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## Core Lesson

Create a charter or rule list.

## Resources needed

- A4 or larger paper
- Felt pens or colouring pencils

## Additional resources needed

This activity could be done on computers.

## Lesson Activity

There are lots of things that must be followed and obeyed when you live off the land. Torak has learnt many of them from his father and the other tribes such as rituals. Every society has rules. What rules do you have to follow? The children could have a discussion about what rules are important.

Pupils will then create a charter of rules that they think they value about their playground space or the local greenspace.

The success criteria for this lesson are:

1. The rules should be written in short, clear sentences.
2. You should have a least 3 rules and no more than 5.
3. You should be able to justify why you have the rules you have picked.
4. You should use bullet points.
5. There must be a verb and an adjective in each rule.

## Experiences and Outcomes covered

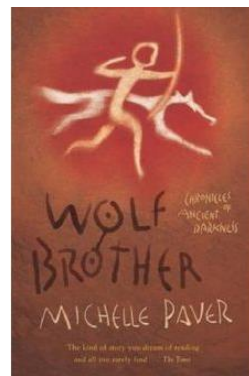
*By considering the type of texts I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-26a*

## Learning Statements

- I can write for different purposes (Narrative, Reports, Recounts, Instructions/directions, Persuasive writing, Explanation).
- I can write my ideas in a logical sequence.
- I can include one or two details which are linked and relevant to the task.
- I can organise information in my own words under heading.

# Wolf Brother

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## Core Lesson

Extract information to create notes.

## Resources needed

Pupil copies of the table below.

## Lesson Introduction

Read Chapter 8. Torak has been captured by members of a clan – he doesn't know which clan. He is taken to the clan's autumn camp. When he arrives, the camp is full of activity. Men, women and children are performing some of the tasks that help them survive in the forest and they are clearly making preparations for the harsh winter months.

## Lesson Activity

As pupils read Chapter 8 they should fill in a copy of the table below. This will help them to draw information out of the text. These notes could then be used for a variety of different uses such as a report, script for play, creative story or newspaper article.

Description of the Task	Who is Performing the Task
<i>Skinning a boar, peeling the hide by hand, catching the blood in a pail</i>	<i>Two strong men, covered in scars</i>

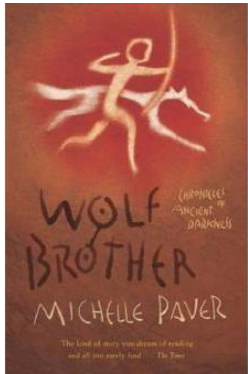
On page 53, we are told that there is a *long-fire*. What do you think a long-fire is and why would it be used at the clan camp?

## Experiences and Outcomes covered

*I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text. I recognise the need to acknowledge my sources and can do this appropriately. Lit 2-25a*

# Wolf Brother

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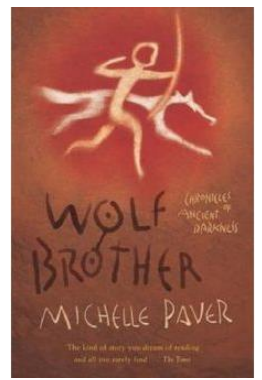


Name:

Description of the Task	Who is Performing the Task

# Wolf Brother

Michelle Paver



## Core Lesson

Creating a glossary of new words

## Resources needed

Glossary Template sheets

Fact books about nature

Dictionaries

## Lesson

We often come across unfamiliar words when we are reading. The Wolf Brother book will contain new and interesting words that the children may have not come across before. As the book is read, have the children add new words to the class glossary, they could use dictionaries or books to find the meaning.

## Experiences and Outcomes

*I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. LIT 2-15a*

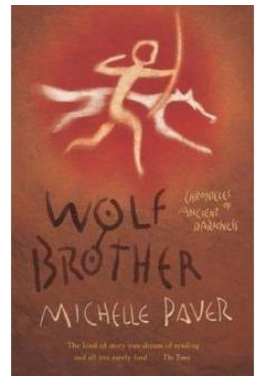
Example: **Trampling**

Walking on top of something, perhaps damaging it.



# Wolf Brother

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## Core Lesson

Taking notes

## Resources needed

Pupil copy of the table

Wolf Brother books

## Lesson

### Torak and Fa

Read **Chapter 1**. Look for clues that tell the reader about Fa and Torak. For example, on page 3 we are told “He (Torak) was only twelve summers old.” So we know that Torak is a boy aged about twelve years.

We can guess that he is proud and brave because he lies to Fa saying that he is not hurt when he has bruised ribs and a gash on his arm.

Use the tables below and overleaf to make a list of what we learn about Fa and Torak from the information given in Chapter 1.

## Experiences and Outcomes covered

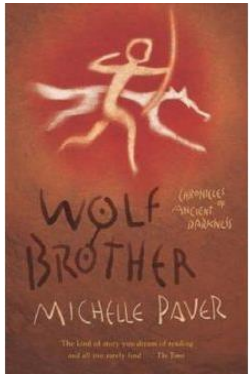
*I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text. I recognise the need to acknowledge my sources and can do this appropriately. Lit 2-25a*

## Example

Name of Character	Authors use of words	Understanding of the information
Torak	He was only twelve summers old	He is about 12 years old

# Wolf Brother

Michelle Paver



Name:

Name of Character	Authors use of words	Understanding of the information