



Rocky and the Wolf Cub

Book Band Lime A

RR Level 25

Genre Adventure

Length 32pp (1271 words)

Letters and Sounds Phase 6

Year 2, term 3

Phonics Bug Up to Unit 30

Interest words whine,
breathe, tunic, abandon,
stomach, tongue

Summary

Rocky finds an orphaned wolf cub in the forest and smuggles it home. He calls it Alf and keeps it hidden from his mum. When Mum discovers Alf, she tells Rocky that he can't keep him. Rocky is worried that Alf will not survive all alone. Suddenly, a snake attacks Mum, but Alf leaps to the rescue and kills the snake. Mum says that Alf can stay until Dad returns home.

Curriculum Reference

Objectives

Progression Map Objective

Y2, RC, p.18
LIT 1–14a (CfE)
RS8 (W)
R8 (NI)

Reading
[Draw] on what they already know or on background [info and vocab].

Y2 t3, Literal Comprehension
[Link events/info] drawing on what they already know or [info/vocab] provided.

Y2, RC, p.18
LIT 1–07a (CfE)
OS7 (W)
T&L 6 (NI)

Spoken Language
Explain and discuss their understanding of books, poems [...].

Y2 t3, Personal Response and Evaluation of Text
[Discuss] books, poems [...] giving a more detailed account of their opinions.

Y2, WC, p.21
ENG 1–30a (CfE)
WS10 (W)
W7 (NI)

Writing
Planning or saying out loud what they are going to write about.

Y2, Planning
Use ideas from role play to help plan their writing.



PCM

Key

CfE = The Curriculum for Excellence (2009)

NI = Northern Ireland Primary Curriculum Key Stage 1 (2007)


RC = Reading – comprehension, National Curriculum in England (2013)

W = English in the National Curriculum for Wales Key Stage 1 (2008)

WC = Writing – composition, National Curriculum in England (2013)

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Session 1: Reading

Before Reading

Phonics for Reading

Write the word *whimpered* on the board and ask children to identify any parts of the word that they can recognise. Support them by encouraging them to make comparisons with familiar words (e.g. it begins with 'wh' like *when*). If any children are able to read the word, ask them to explain how they worked it out. Focus on the ending of the word and write *remembered* for them, which may be a more familiar word. Identify and read the root words *remember* and *whimper*.

Walkthrough



Look at the front and back covers and encourage children to make predictions:

- Ask children to share their ideas about the wolf cub. Have they read any other stories about wolves? How does this story look similar to or different from their previous experiences?
- Discuss the illustration opposite the contents page and read the labels with the children. Elicit their ideas about the setting of the story. How does it compare with where they live?

During Reading

While children read, ask them to think about the main question.

Main question: **How can we tell that the story is set in the past? (Y2 t3, Literal Comprehension)**

Additional prompts to help you sample children's reading:

- Page 2: What does the picture tell us about the setting for the story?
- Pages 12–13: What do Mum and Rocky eat? How do they prepare and cook their food?
- Pages 16–17: What are Rocky's clothes and bedcovers made of?
- Page 20: Which words does the author use to show us that Rocky cares about Alf?
- Page 27: What sort of dangerous animals come into Rocky's village? How did the snake get into their home?
- Page 29: How have the author and illustrator created the effect of Rocky moving this way and that way?
- Page 32: How would you feel if you were Rocky? Would you be worried about what will happen when Dad comes back? Explain why or why not.

After Reading

Ask children to describe what they have found out about Rocky and his family, referring to the text and pictures. Discuss what the homes are like; what Rocky wears; and what he, his parents and friends do. Contrast these elements with children's experiences.

Quick Finishers

- Why do you think Mum didn't want Alf in their village?
- What might happen to Alf if he goes back to the forest?



Session 2: Spoken Language & Writing

S&G

Possessive apostrophe – plural words

Write: *The snake's head, Alf's paws, Stubb's boots* on the board. Ask the children to explain what the apostrophe is doing (showing possession). Ask the children to write a sentence with singular possession.

Spoken Language

- Tell the children that Rocky has a dilemma: should he keep the wolf cub, against his mother's wishes, or should he let it go, and it might die? Ask the children to discuss this dilemma, giving reasons for their opinions.
- Discuss with children why Rocky and his mum have different opinions about Alf living in the village. Think about what Rocky's father's opinion will be when he finds Alf there. How would the children feel if they were Rocky, his mum or dad?
- Organise children into two groups, one to argue in favour of letting Alf stay, and one to argue against. Each group presents their arguments in a debate and children consider both sides of the argument before they vote. **(Y2 t3, Personal Response and Evaluation of Text)**

Writing

Using the PCM, children role play the conversation between Rocky and his father when he returns from his hunting trip. Tell the children to write Rocky's father's reaction to finding a wolf cub in his home and Rocky's attempt to persuade him to let Alf stay into the speech bubbles. **(Y2, Planning)**

Making Links

Read other stories with a historical setting and compare them with *Rocky and the Wolf Cub*.