The Good Little Wolf

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BOOK BAND: TURQUOISE

BEFORE YOU START

Prepare a group journal to help you record group discussions and responses to the text as you work through the book.

Prepare an outline of the character Little Wolf, ready to complete using the Role on the Wall technique.

Make a copy of the front cover illustration with the book title hidden, to be used in Session 1.
Focus: Predicting, Questioning and Empathising

Without revealing the title of the book, show the children the front cover illustration of a wolf holding a book and staring into the distance. Ask the children to look closely at it and discuss what they notice. Write their ideas around a copy of the illustration.

- What do you like about this picture? What don’t you like?
- What questions do you have about the image?
- Does it remind you of anything you have seen before?
- What do you know about wolves?
- What stories do you know that feature wolves? What are wolves usually like in stories?
- Why do you think this wolf is holding a book?
- What do you notice about the character on the front of this book? Does this surprise you? Why/why not?
- Do you know any fairy tales that feature wolves?
- Do you have a favourite fairy tale?
- What characters might you expect to find in these stories?
- What do you expect to happen in them?
- Where do they take place?

Create a mind map summarising the children’s knowledge about wolves, fairy tales and traditional tales – common characters, settings, events, themes, etc. At the end of the session, you may want to invite children to bring in and share their favourite fairy-tale stories and traditional tales. This will help them to make intertextual connections with this story.
Introduce the outline of Little Wolf to be added to using the **Role on the Wall** technique. Ask the children to come up with words or phrases to describe Little Wolf’s feelings and personality or his outward appearance and behaviour.

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Share the title of the book with the children, then read Chapter One. Begin to explore their responses to the start of the book with the help of the **four basic questions**. These questions can be used as a basis for discussion throughout the sessions.

- Tell me… was there anything you liked about this text?
- Was there anything that you particularly disliked… ?
- Was there anything that puzzled you?
- Were there any patterns… any connections that you noticed… ?

As children respond it can be useful to write down what they say under the headings ‘likes’, ‘dislikes’, ‘puzzles’ and ‘patterns’. Record the children’s responses in the **journal** and return to any queries as the sessions continue.

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Compare the children’s initial responses to the front cover of the book with what they have now read. Return to the **Role on the Wall** created for the character.

- How is Little Wolf similar or different to the wolves you have read or heard about before?
- How does he feel about the stories he hears at bedtime?
- Why do you think wolves are commonly the ‘baddies’ in children’s books? Do you think this is fair?
- Do you know any books or stories that you could read to Little Wolf that do not feature ‘bad wolves’?

You may want to extend this discussion to a broader conversation about the bedtime stories the children enjoy, as well as considering if the children get the opportunity to see themselves reflected in the books that they read. You could use this as an opportunity to survey your own class literature – can the children see themselves in the books you have available to them? If not, how does it make them feel?
Focus: Questioning, Summarising and Predicting

Read Chapter Two until page 12, ‘fiercely shook it about’. Stop at different points to clarify the children’s understanding and allow for discussion.

- How has Little Wolf tried to be good?
- What do you notice about the ‘snake’?
- What do you think will happen next?

Read on to the end of Chapter Two. Return to the Role on the Wall, updating this with the children’s ideas and further information gleaned from the pictures and the text.

- How does Little Wolf feel at the end of the chapter? How do you know?
- Why do you think the old lady reacted that way?
- What could Little Wolf do next?
Read Chapter Three, stopping at different points to clarify the children’s understanding and allow for discussion around the **four basic questions**.

- Why do you think Little Wolf made a similar mistake again?
- Why did the shepherd react in the same way as the old lady?
- What do you notice about the structure of the story so far?
- What could happen next?

Reveal to the children that Little Wolf comes across some pigs in the next chapter. Ask them to suggest what might happen next, based on the pattern in the story that they have identified so far.

Ask the group to record these ideas in writing, creating their own next chapter for the story, which they can then compare with the next chapter in the book.
SESSION 3: CHAPTERS FOUR AND FIVE

Focus: Clarifying, Thinking Aloud and Empathising

Read Chapter Four, stopping at different points to clarify the children’s understanding and allow for discussion around the **four basic questions**.

- How does the real chapter compare with the chapter you wrote?
- Which do you prefer? Why?
- Were there any similarities?
- What do you notice about Little Wolf’s actions in each chapter so far?
- What do you notice about the way in which the people react to him each time?

Read on until page 33, ‘“Help! Help!” he shouted.’

- Why did Little Wolf decide to sneak off at first?
- Why did Little Wolf gasp?
- What do you think could happen next?
- What do you think Little Wolf could do next?
- Do you think he should help the woodcutter?
- Would it be safer for Little Wolf to sneak off anyway?
Discuss the dilemma faced by Little Wolf and debate what he should next. Give the group a sheet of paper divided into two columns – ‘Reasons For’ and ‘Reasons Against’ Little Wolf helping the woodcutter – and some sticky notes in two different colours, one colour ‘for’ and the other ‘against’. Ask the children to complete as many sticky notes as possible with different reasons. As they add them, the children should check if there has already been an idea added that is similar to their own. If there is, they should group them together.

Ask the children to discuss the ideas and decide which are the three most important reasons for helping the woodcutter and which are the three most important reasons for sneaking off. Ask the children to decide if Little Wolf should help the woodcutter or if they think it is safer for Little Wolf to run away.

Explain that you would like to write a note of advice to Little Wolf based on these reasons and their decision. Spend some time discussing with the children how to effectively phrase the message. Keep returning to the focus and purpose of the writing. When it is finished, re-read the letter with the children and discuss how effective it is in persuading Little Wolf.

You could ask the children to pretend to be Little Wolf reading the letter and show you how they feel as they read it, as well as deciding if they are going to take the advice in the letter.
Focus: Re-reading, Empathising and Summarising

Read on until the end of the story and talk about the book as a whole. Engage the children in book talk, discussing how the book made them feel and allowing them time and space to tell you their likes and dislikes, with reference to different parts of the text or particular illustrations.

- How did Little Wolf help the woodcutter?
- Why did the woodcutter decide Little Wolf was friendly?
- Why did the villagers mistrust Little Wolf?
- Why were they amazed by what had happened?

Through modelling, ask the children to describe their favourite part of the story. Provide the children with an oral scaffold, for example: the most memorable part of the story was... because...; my top moment in the story was... because... and in pairs ask them to identify their favourite part of the narrative. Encourage children to give reasons for their choices and invite some children to share these.

Following this, ask the group to create a story map as a way of sequencing the events of the story. Support the children in retelling the story orally using their story maps as a prompt.
These are areas you could further develop depending on your professional judgement of the children’s learning needs and their interests.

**Developing wider reading experiences**

Read and explore stories with similar themes involving wolves, such as:

- **Wolf Won’t Bite!** by Emily Gravett – Two Hoots
- **The Three Little Wolves and the Big Bad Pig** by Eugene Trivizas, illustrated by Helen Oxenbury – Egmont
- **The Wolf’s Story** by Toby Forward, illustrated by Izhar Cohen – Walker Books
- **Inside the Villains** by Clotilde Perrin – Gecko Press
- **Prokofiev’s Peter and the Wolf** by Ian Beck – Corgi
- **Beware of the Storybook Wolves** by Lauren Child – Orchard Books

You may also want to explore this book list which features Little Red Riding Hood, as there are many variations on the tale of the red-cloaked girl and her encounter with a wolf: https://clpe.org.uk/clpe/library/booklists/rash-red-riding-hoods

The children could use non-fiction books to learn more about wolves while experiencing a different type of text, such as:

- **The Ways of the Wolf** by Smriti Prasadam-Halls, illustrated by Jonathan Woodward – Wren and Rook
- **Wild Animals of the North** by Dieter Braun – Flying Eye Books
- **Wolves** by Laura Marsh – National Geographic Kids
- **Usborne Beginners: Wolves** by James Maclaine, illustrated by John Francis – Usborne
Supporting reading fluency

- While reading with the group, model skills and strategies such as predicting, sampling, confirming, self-monitoring, self-correcting, ‘thinking aloud’, interpreting things which are only implied, and the full range of cueing systems (semantic, syntactic and graphophonic).

- Occasionally, you could hide some words with a sticky note, asking the children to refer to the illustration for ideas. You could give another clue by revealing the first syllable or letter.

- You could make a pairs game to develop visual memory and book language, creating cards using laminated images from the book. Make pairs of cards, one card for an illustrated location or character and one for matching words from the story. Spread these out face down. Children take turns to turn over two cards. If they match, they can keep them. If not, they have to turn them back over again. The game proceeds until all the pairs have been found.

- You could create a simple jigsaw by writing questions with corresponding answers directly underneath on one side of a piece of paper, then printing an illustration on the reverse and cutting the sheet of paper up to separate the questions and answers. The children lay out the questions and answers in order. They can check their layout by turning them over to see if they have created the illustration correctly.

- Give the children time to re-read the text while paying attention to the font, which gives clues on how to read the text. They could look at how ‘bad wolf’ and ‘twice’ are written on pages 20-21.
**Vocabulary building**

- Children could make word collections which describe a particular character and their feelings or a place, event or situation.
- The children could also investigate the use and impact of verbs and adverbs, such as trotted, pounced, grabbed, fiercely, shrieked, panted, terrified, bleated, squealed, scampered, luckily, slowly, quickly and gratefully.

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**Opportunities to revisit the text independently**

- With the children, make a set of magnetic or stick story props to use in a retelling of the story and to support children in their own independent retellings. If possible, provide extra copies of the book to support this.
- If the children have a good memory of the text through repeated readings, they can be given copies of the story to read to partners. This helps children to see themselves as readers.
- Allow the children to re-enact the story through play. Revisiting stories through a range of play-based experiences helps children to step into the world of the book and to explore it more completely.
- Use hot-seating to explore the characters further. One member of the group role-plays a character and is interviewed by the other children. This activity involves children closely examining a character’s motivation and responses.
- Make a story map as a way of retelling the story. This breaks the story down into episodes and sequences its events. This kind of graphic representation helps children to hold on to the shape of the story more confidently.
- Encourage the children to take the book home to read alongside a parent or carer and suggest that they use the ‘Tips for grown-ups’ pages to support their discussions.
Experiences linked to the text

- Find out more about wolves and write a report about them.
  - Where do they live?
  - What do they eat?
  - How are they adapted to live in different environments?
- The children could write and illustrate a book in which Little Wolf is the hero and which tells the story of how he saved the woodcutter. You could place it in the book corner alongside this book for children to read and explore together.

These resources were created by Bloomsbury and The Centre for Literacy in Primary Education (CLPE). For more teaching resources, visit:

www.bloomsburyguidedreading.com

www.clpe.org.uk