

WildFiles.TV

Teachers' Guide for

Lone Wolf

TABLE OF CONTENTS

Series Synopsis.....	page 1
Learning Objectives.....	page 1
Episode Summary.....	page 3
Vocabulary.....	page 3
Discussion Questions.....	page 3
Activities.....	page 4
Hands on Science.....	page 4
Song Lyrics.....	page 6

SERIES SYNOPSIS

WildFiles.TV is a 13-part, interactive science and nature television series for school-aged children. Each half-hour episode profiles a different animal species in a dramatic story of a young character with an animal mystery or a problem to solve. Hosts Chris and Ava, from the Wild Files research station, and real-life Canadian scientists provide information and facts about the animals throughout each episode.

Detailed files of the same 13 animals are also found in the virtual clubhouse, *WildFiles.TV* Interactive. Here children can extend their science learning from the videos and explore the wildlife files and over 100 activities including games, puzzles, quizzes and challenges. The activities are designed to be fun, appealing and accessible to a variety of learning styles with the use of brightly coloured graphics, video, animation, audio, interactive activities and text.

WildFiles.TV promotes environmental consciousness while encouraging children's active exploration, problem solving, science learning and creativity. The dramatic storyline in the videos is used to present science concepts in an entertaining, yet realistic format.

DVD CONTENTS – Wolf Episode

- 23-minute video
- Interactive animal content in text, audio, animation, cool facts, video clips and puzzles
- An original song about the animal, with lyrics
- 1 science project lesson plan
- 1 crossword puzzle with answer key
- 1 word search with answer key
- 1 quiz with answer key

CURRICULUM CONNECTIONS

Science, Outdoor and Environmental Education, Social Studies, Health and Life Skills, Language Arts or Fine Arts and Information and Communication Technology.

LEARNING OBJECTIVES (based on Alberta curriculum)

Grade 1: Senses

- Recognize that other living things have senses and identify various ways animals use their senses; e.g., sensing danger, finding food, recognizing their own young or potential mates.

Grade 1: Needs of Animals and Plants

- Recognize that some plants and animals must adapt to extreme conditions; e.g. arctic and desert animals.
- Observe, describe and compare living things.
- Classify some common local plants and animals into groups on the basis of physical characteristics; e.g., adaptations for survival such as beaks, claws, or prickles.

- Identify examples of animals that are normally under human care (domesticated) and those that are normally independent of human care (wild).

Grade 3: Animal Life Cycles

- Classify a variety of animals, based on observable characteristics; e.g., limbs, teeth, body covering, overall shape, backbone.
- Observe and describe the growth and development of various species from a variety of groups and identify similarities and differences in their developmental sequences.
- Predict the next stages in the growth and development in various species and identify similarities and differences in their developmental sequences.
- Identify the food needs of animals from different groups and describe changes in how each animal obtains food through different stages of its life.
- Demonstrate awareness that parental care is characteristic of some animals and not of others, and identify examples of different forms of parental care.
- Demonstrate awareness that animals require different habitats in order to meet their basic needs of food, water, shelter and space.
- Recognize adaptations of a young animal to its environment, and identify changes in its relationship to its environment as it goes through life.
- Identify examples of environmental conditions that may threaten animal survival, and identify examples of extinct animals.
- Recognize that habitat preservation can help maintain animal populations, and identify ways that student actions can assist habitat preservation.
- Demonstrate knowledge of the needs of animal studies, and demonstrate skills for their care.

Grade 6: Evidence and Investigation

- Recognize recent evidence of animal activity in an outdoor setting.

Grades 7-9: Outdoor and Environmental Education: Environmental Core

- Recognize natural changes in environments, such as extinction and succession.
- Recognize that the materials that make up living things are continuously recycled.

Grade 7: Interactions and Ecosystems

- Investigate and describe relationships between humans and their environments, and identify related issues and scientific questions in terms of interactions, interdependence, human impact and needs.
- Analyze a local environmental issue or problem, based on evidence from a variety of sources, and identify possible actions and consequences; e.g., the loss of old growth forests.

Grade 9: Biological Diversity

- Investigate and interpret diversity among species and within species and describe how diversity contributes to species survival in terms of variation, niches, dependencies among species, and species survival.
- Distinguish between and identify examples of natural and artificial selection; e.g., beak shape in birds.
- Identify impacts of human action on species survival and variation within species, and analyze related issues for personal and public decision making such as abundance of species, extinction, extirpation, role of environmental factors, and strategies for minimizing loss of species.

Grades 1-9: Health and Life Skills

- Relationship Choices: Understanding and Expressing Feelings
Many of the problems faced by the young characters in the *WildFiles.TV* episodes may be used to promote discussion under this general learning outcome. Problems such as resolving a dispute with a friend, feelings of sadness after a pet dies, fear of new situations, dealing with change, adapting to a new school environment or to the changes that accompany adolescence are all topics addressed in the series.

EPISODE TITLE: *Lone Wolf*

FEATURED ANIMAL: Grey Wolf

THEMES:

- Wolf pack behavior
- Wolf adaptations: senses, physical features
- Cooperation between different species
- Impact of human development on animal populations
- Trusting and depending on others

SUMMARY:

Sarah, a 'lone wolf' herself, discovers that very few wolves actually live alone in the wild; just like people, they need their own pack for support and survival.

Sarah is fascinated with wolves and she's even writing her own story about a lone wolf. When she spots wolf tracks near her cabin, she calls the WildFiles research station to report them. Chris meets Sarah at the cabin to help identify the tracks. They are joined by wolf expert, Nadele Flynn, who's hoping these tracks might be from the same wolf that's missing from its pack. Nadele tells Sarah about wolf **packs**, wolf **behaviour** and their importance for species **survival**. She also learns about wolves' keen **senses**, the roles of **alpha** males and females, wolf **habitat**, **diet**, **hunting** techniques and **care of wolf pups**. Sarah gets some great information and feedback for her story, and Nadele explains the facts behind some common wolf myths.

VOCABULARY: Video

Students can listen for these terms to find many of them defined in the video.

(*Definitions found in the Wild Words glossary at www.wildfiles.tv)

alpha male and female	competition	pack
binocular vision*	den	predation (<i>hunting</i>)
boreal forest*	dominance order (<i>hierarchy</i>)	prey
canines*	juveniles	regurgitated*
carcass	olfactory cells (<i>sense of smell</i>)	scavengers
carnassial (<i>scissor like teeth</i>)	P.S.I. (<i>pound-force per square inch</i>)	ungulate*
carnivore*		weaned

VOCABULARY: Interactive Content

(Definitions pop up on the DVD when terms are scrolled over)

alpha	gestation	species
canid	interbreed	submissive
<i>canis lupus</i>	longevity	
dominant	mortality	
genetically	scat	

SONG: "Wolf Pack" - sing along with Chris! (Lyrics on page 6.)

DISCUSSION QUESTIONS: (after viewing video and exploring the interactive content)

- Why do wolves live in packs? What benefits does a pack offer its members? Give examples of other species that also live in packs or groups. How do they compare to wolf packs?
- Wolves show up in a lot of stories, usually as the villains. Name some stories with wolves in them. Are the stories based on fact or fiction? Identify the factual errors you notice. In the video, what were the myths about wolves that Sarah believed?
- Wolves use a lot of body language to express dominance and submission. Do people do this too? What can you tell about a person based on their body language?
- Give examples of adaptations that help wolves survive. What threatens wolf populations?

- Sarah is a bit of a loner and she's reluctant to share her writing with anyone at the beginning of the video. What changes her mind? What does she learn from studying wolves?

ACTIVITIES

- After watching the video, have students review the interactive content in groups or independently. Once they have finished all the material, have them complete the Wolf Word Search, Crossword Puzzle or Quiz to evaluate their learning.
- Identify the reasons wolves live in packs. What are the names of other groups of animals living together (herd, flock, colony, etc.) What are the advantages to living in a wolf pack? What might be some disadvantages? Using a chart, compare wolf packs to another group of animals (or humans) that live and work together.
- You are an alpha male or female wolf. Create a poster, commercial or advertisement to attract new wolves to your pack. Include information about the advantages of pack life.
- Read a story about wolves (*The Three Little Wolves and the Big Bad Pig* by Eugene Trivizas or *Lone Wolf* by Kristine Franklin). Identify which parts of the story are based on fact and which are fiction. Explain how you can tell what is fact or fiction. What kind of writing is usually based on facts? What kind of writing contains more fiction? Gather information about wolves or another wild animal to write a story. Decide whether you want to write a factual account, or a combination of fact and fiction. Choose the format that best suits your story. Write a short story, song, poem, brochure or newspaper article about a wolf or another animal, using facts from your research.
- The video told us that wolves have the skulls of true carnivores. Identify how a wolf's skull (teeth and jaws) makes it a carnivore. Compare a wolf skull to skulls of herbivores and omnivores and make a chart showing the physical features of each and their diet.
- Do you know someone who is like a 'lone wolf'? Write a list of 5 to 10 things you could do or say to encourage them to become more involved with others. If you are a 'lone wolf', list 5 to 10 things you like about being a lone wolf. Select the best three items on your list and share these with the class.

HANDS ON SCIENCE:

Print out the complete lesson plan for this Hands on Science experiment.

Grey Wolf - You Smell

Wolves smell almost 100 times better than you do...and they never shower! Wolves communicate with each other by smell, and here's a gross experiment that shows that you can have a nose for your friends too.

There are a total of 30 lesson plans for experiments and activities available to *WildFiles.TV* members on www.wildfiles.tv. Each activity is related to a science concept from an episode of *WildFiles.TV*.

EDUCATIONAL FEATURES:

WildFiles.TV resource:

- a) Addresses specific learner expectations.
- b) Encourages students to develop and practice skills in science inquiry.
- c) Addresses a variety of learning styles.
- d) Applies to a range of grade levels and abilities.
- e) Shows animal species in their natural habitat.
- f) Is wildly humorous.
- g) Integrates subject matter across several subject areas.
- h) Is teacher-friendly.
- i) Provides students the opportunity to extend learning.
- j) Addresses the Information and Communication Technology (ICT) learning outcomes.

- k) Is interactive.
- l) Provides practice and study opportunities.

MORE WILDFILES.TV TITLES:

Episode Title	Featured Animal
Arachnophobia On The Loose	Tarantula
Big Ol' Moose	Moose
Feather Of Hope	Peregrine Falcon
Hare We Go!	Snowshoe Hare
Just Can't Bear It	Black Bear
Lair Of The Tiger	Tiger Salamander
Owl For One, One For Owl	Barred Owl
Strong As A Muskox	Muskox
Tale Of The Giant Beaver	Beaver
The Frog Who Would Be Prince	Wood Frog
You Go, Caribou	Caribou
You Say Buffalo, I Say Bison	Bison

WildFiles.TV

"Wolf Pack"

Song Lyrics

Through the drifting silence, the snowflakes are falling
We're gathered in our circle- a shadow appears
He is our leader; the scouts, they are calling
The scent of prey is in the air...
The time to act is here.

Slowly at first our purpose is clear
Moving in silence, our quarry won't hear
We find out the weakest and then we start...we start
Running...we start running... we start running... we start
Running... we start

CHORUS

Runnin'...there's no looking back
Runnin'...we must not fail
Runnin'...let's hold the attack
Our very survival depends on our skill

Back at home, the little ones are playing
We will protect them, and help them grow strong
One day, they too, will take their places
To join in our hunt and the oldest of songs...

Running...running...yeah we're running...yeah we're

CHORUS

Runnin'...there's no looking back
Runnin'...we must not fail
Runnin'...let's hold the attack
We must work together to bring down our kill

INSTRUMENTAL

Through the drifting silence, the snowflakes are falling....