

### Summary

Buck, a big, strong dog is kidnapped from his home in California. It's 1897 and people want big, strong dogs to pull sleds to the Arctic where gold was found. A man from Canada buys Buck to be on his dog sled team. Buck meets wild dogs and sees snow for the first time. He fights the lead dog, Spitz so he can become lead dog. The dogs travel far, and get sold because they are weak. The new owners use a whip on Buck, but a man named John Thornton saves Buck. Buck feels real love for John Thornton. Buck changes into a wild dog and is torn between Thornton and the howls from the forest. Yeehat Indians kill John, and Buck attacks them. With John gone, Buck is no longer tied to any man. In the end, Buck follows the call to run free with wolves.

Use this summary along with one or more of the following hands-on activities to review the book.



**Character Role-Play:** Assign each student to be a character by giving them a Large Character Card from the chapter lessons to attach to their shirt. Have students act out a summarized version of the story.



**Picture Retell:** Have students use the Large or Small Character Cards provided in the chapter lessons to retell the story. Have students draw scenes from the story and place the Character Cards within the scenes with a short description at the bottom of each scene. Divide the class and either have them choose a scene or event from the story to depict, or assign one to them. Then have students present the scenes sequentially on a display as they retell what is happening.



Team Question Challenge: Have students work individually or together in pairs to create 5-10 challenge questions about the book. Assign each student or pair of students to a chapter and allow them to choose any of the multiple-choice or short answer questions from the chapter, or have them use these questions or the discussion questions to create true-false questions. Once they are finished, gather the questions. Then divide the class into two teams. Ask a question to an individual student of a team. If the student is unsure, allow him or her to call for a team huddle to get assistance from the team before saying the answer. Once the team has given an answer, ask the other team to have a team huddle to decide if the answer is correct or incorrect. Then have one student from that team say whether it is correct or incorrect. Continue in this same manner alternating teams until all students have been asked one question before moving to round two.

# Aa Words in Review

This list of vocabulary words comes directly from the text. The words are explicitly taught in Activity 1 of each chapter. Activity 1 in this lesson provides explicit instruction built around one particular strategy to review and develop a deeper understanding of the vocabulary words. In addition, optional vocabulary review activities are described below and on the next page.

	* Power Words						
Ch. 1	danger gold	king north	strong trouble	Ch. 2	attack complain	daze pride	wild
Ch. 3	Canada message			harness pack howl survive			team trail
Ch. 5	beast challenge	champion enemy	nest wounded	Ch. 6	leader right	record trot	trace
Ch. 7	advice bend	disaster route	sense thaw	Ch. 8	bluff brag	famous raft	rapids riverbank
Ch. 9	call* explore	familiar obey	mine restless				

### Mord Review Options

### Antonyms and Shades in Between



<sup>\*</sup>Bold word(s) in the sample are vocabulary words.

Create and display a blank Antonyms and Shades in Between chart similar to the sample and a list of vocabulary words. Tell students that some words have antonyms, which are words that have the opposite meaning. But words can also have shades of meaning between the antonyms just like colors can have different shades, like black, gray and white. Explain that black and white are opposite colors, but there are many shades of gray in between. Choose a vocabulary word or words that work for showing antonyms and shades of meaning between a word and its antonym. Write the chosen word on the chart and discuss why you placed it in that location. Then discuss and list other words that mean the same and opposite of this word, as well as, how and when they would be used. Use a dictionary to look up more synonyms and antonyms and their meanings. Then ask students where they think the words should be placed on the chart. Have students work in groups to complete another Antonyms and Shades in Between chart using a different word. The support level can be adjusted based on students' ability levels. For less support, have students find their own words to place on the chart. For more support, assign the words and/or partially complete the chart.



### Aa Word Review Options

### **Word Relationships**

Cause	Effect
danger	trouble
attack	wounded

Part	Whole
deck	boat
riverbank	river

Item	Category
howl	call
raft	boat

Display a selected list of the vocabulary words including some words that have either cause/effect, part/whole, or item/category relationships and some without. Create and display a blank T-Chart similar to one of the samples that is appropriate for the list of words. Model aloud as you choose words that have a relationship with another vocabulary word and complete both columns of the chart. Then choose a vocabulary word that does not have a relationship with any of the other vocabulary words. Place the vocabulary word in a column on one of the charts. Then ask students to think of a word that is not a vocabulary word, but is related to that word per the chart, and write it on the chart. Have students work in groups to complete another relationship for a word on that chart or on another chart. The support level can be adjusted based on students' ability levels. For less support, have students find their own word or words to place on the chart. For more support, assign the words and have students place them on the chart. For even more support, write one of the words on the chart and provide one or two other words for their selection.

### **Vocabulary Word Sort**

Bad Things	Animals	Being Your Best	Traveling		
danger complain trouble wounded attack disaster	howl pack team beast	record pride champion gold challenge leader strong	raft route rapids trail riverbank		

Create and display a blank Vocabulary Word Sort chart similar to the sample. Display a list of the vocabulary words. Model aloud as you choose words to place in the same column of the chart and then title the column. Discuss the findings. Have students work together to sort other vocabulary words into categories. The support level can be adjusted based on students' ability levels. For less support, provide a blank chart. For more support, assign the words and/or partially complete the chart.

<sup>\*</sup>Bold word(s) in the sample are vocabulary words.



## **Contract Lesson at a Glance**

	Activity 1	Activity 2	Activities 3-4					
Instructional Activities	Review Vocabulary	Summarize Text	Answer Questions					
Suggested Pacing	1 - 2 class sessions	1 - 3 class sessions	1 - 2 class sessions					
ULS Materials and Resources	Word Definition Cards (Text Only or Symbol-Supported) (from Activity 1 of Chapters 1-9)  Making Meaning With Words (from Activity 1 of Chapters 1-9)	Cloze Activity (Levels 4-1)  Answer Key (Included in Lesson Plan)  Cloze Activity Answer Cards	Comprehension Questions  Multiple-Choice (Levels 4-1)  Note: Two versions of the questions are provided. One for use with Text Only Reading Pages and one for use with Symbol-Supported Reading Pages  Short Answer (All Levels)  Answer Keys (Included in Lesson Plan)					
	SymbolStix PRIME L³ Skills: Language Arts Skills							
Additional Materials	Print or Online Dictionary index cards							



# Activity Objectives

- Use print and digital reference materials (e.g., dictionaries, glossaries, thesauruses) to clarify a word's meaning, part of speech, pronunciation, synonym or etymology.
- Use newly learned words and phrases in writing and when speaking.
- Determine word relationships (e.g., cause/effect [hungry/eat], part/whole[finger/hand], item/category [penny/coins]).



### **Instructional Routine**



**Introduce** 



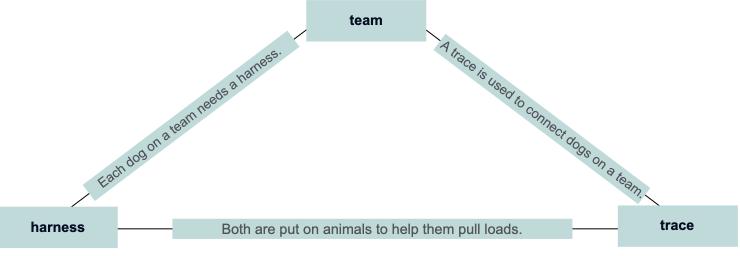
- Introduce the activity by asking a focus question about word relationships. For example, ask, "How are the words dog and cat related—they are both animals or they both have leaves?" Discuss students' responses and tell students that it is important to understand the relationship between words to fully understand the meaning of words.
- Tell students that they will review the vocabulary words and definitions from the story to help them make connections between words. Say, "We are going to make a connection between two or three vocabulary words to identify the relationships between words. Today, your job is to make word connections between two or three vocabulary words."
- Review the learning goal with students: I will make word connections between two or three vocabulary words.



### **Instructional Routine**

# 2 Model

• Create and display a blank Word Connect diagram similar to the sample and a list of the vocabulary words. Model aloud as you choose words and phrases to place in each of the boxes. For example, say, "I see the words, 'harness', 'trace' and 'team'. All of these words have to do with a team of dogs pulling a sled." Refer to either a dictionary, the Word Definition Cards or the Making Meaning With Word pages from the chapter lessons, and continue saying, "A team is a group of animals that work together to pull a vehicle, or in this story, a group of dogs that pull a sled. A harness is the straps put on each dog and traces are the chains that connect the dogs to the sled." Model writing each word in a box and a sentence or phrase that connects each word on the connecting lines. Continue modeling different sets of words.



<sup>\*</sup>Bold word(s) in the sample are vocabulary words.

# 3

### **Provide Practice**

For students who require the least amount of support, provide the list of words and have students find their own words to connect. For students requiring more support, assign the words and/or partially complete the diagram.

- Level 4- Have the student make word connections to independently identify word relationships.
- **Level 3:** Provide support, reference materials and alternative forms of writing as needed.
- **Level 2:** Have the student select a picture or word to identify a word that is related to another word. Provide Word Definition Cards and visual supports.
- **Level 1:** Have the student make a selection to indicate a picture of a word that is related to another word from a single option or errorless choice. Provide support as needed.

Additional vocabulary review activities are provided in the Words in Review pages.



### **Instructional Routine**



- Play a vocabulary game using either the Word Definition Cards from the chapters or index cards with each vocabulary word written on them. Place all cards in a stack face down. Create two teams. Tell the teams that they will play a game of Word Up using their vocabulary words. Teams will take turns participating in three-minute rounds. One person will have to choose a card without looking from the pile and place it on his or her forehead so that his or her teammates can see it. Teammates must give the player clues to the word without saying the word or any part of the word, or spelling the word. Tell students that they can use synonyms or antonyms. The player has to guess the word. Once the player guesses the word, he or she pulls another card until the timer runs out. Then it is the other team's turn. Continue playing until each student has had a turn to be the player.
- Prompt students to locate and review meanings of the unit vocabulary words in other situations, lessons or conversations.



### **√** Check Understanding



- Level 4- Can the student independently identify word relationships? Level 3:
- **Level 2:** Can the student select a picture or word to identify a word that is related to another word?
- **Level 1:** Can the student make a selection to indicate a picture of a word that is related to another word from a single option or errorless choice? How?



### **Activity Objectives**

- Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.
- Objectively summarize a story, play or poem including main characters, events and key details.



### **Instructional Routine**



### **Introduce**









Before starting this instructional routine, use the Book Review page to review the book.

- Introduce this activity by asking a focus question about the book. For example, ask, "Which
  characters from the book are the most important—Buck, John Thornton or Spitz?"
   Discuss students' responses and explain that the most important characters, events and
  key details are needed to write a shortened summary of a story.
- Tell students they will now complete a summary about the book. Explain that important words in
  the summary have been left blank, and they will have to fill them in to complete the summary.
   Remind students that the answers that complete the summary can be found in the book. Say,
  "Your job is to fill in the blanks of a summary of the book. You can use the book to help you."
- Review the learning goal with students: I will fill in the blanks to summarize the book.

# 2 Model

- Display the book and the Cloze Activity (vary the level displayed according to student needs).
   Read and model filling in one of the blanks by referring back to the text to find your answer.
   Model how to find text that supports the answers and compare the answer choices to the text to select the correct answer. Read through all answer choices to model ruling out wrong answers.
- Model selecting your answer on the Cloze Activity page.



### **Instructional Routine**



### **Provide Practice**

Choose the most appropriate activity support and guidance on the basis of each student's skills and needs.

- **Level 4:** Have the student fill in the blanks to provide an objective summary of the book.
- **Level 3:** Have the student fill in the blanks to independently summarize the book without using personal opinions.
- Level 2: With support, have the student point to or select pictures or text to fill in the blank of a summary of the book using no personal opinions. Picture supports such as the Communication Boards or Character Cards may be used as needed.
- Level 1: Have the student point to or select pictures or text to fill in the blanks of a summary of the book (may be single option or errorless choice).

### Review

 Revisit the learning goal. Have students retell the story using the summary as a guide. Ask students to include another key event that they think should be added to the summary.



### Check Understanding (2)



- **Level 4:** Can the student fill in the blanks to provide an objective summary of a story, play or poem?
- **Level 3:** Can the student fill in the blanks to independently summarize the book without using personal opinions?
- Level 2: With support, can the student point to or select pictures or text to fill in the blank of a summary of the book using no personal opinions? How?
- **Level 1:** Can the student point to or select pictures or text to fill in the blanks of a summary of the book through an active participation response (e.g., voice output device, eye gaze choice board)?

# Cloze Activity Answers

# Cloze (Level 4)

One night (\*Buck, Spitz, Curly) is taken from his home. Men need strong dogs to search for (silver, snow, \*gold) in the north. A man from Canada buys Buck to deliver (food, \*messages, ice) because Buck is fast. Buck meets wild dogs and sees (grass, rain, \*snow) for the first time. He learns to pull a (\*sled, boat, car). Buck fights (Curly, Billee, \*Spitz) so he can become lead dog. The dogs travel far, and get (\*sold, free, happy) because they are weak. The new owners use a (\*whip, leash, rope) on Buck, but a man named (Perrault, Hal, \*John Thornton) saves him. Buck feels real (\*love, hate, fear) for John Thornton. Buck changes into a (\*wild, soft, funny) dog and is torn between Thornton and the (\*howls, birds, smells) from the forest. (Dogs, \*Yeehat Indians, Rocks) kill John, and Buck attacks them. With John gone, Buck is no longer (\*tied, free, safe) to any man. In the end, Buck follows the (whistle, bell, \*call) to run free with (\*wolves, dogs, horses).

# Cloze (Levels 3-2)

One night (\*Buck, Spitz, Curly) is taken from his home. Men need strong dogs to search for (silver, snow, \*gold) in the north. Buck meets wild dogs and sees (grass, rain, \*snow) for the first time. He learns to pull a (\*sled, boat, car). Buck fights (Curly, Billee, \*Spitz) so he can become lead dog. A man named (Perrault, Hal, \*John Thornton) saves Buck from being whipped. Buck feels real (\*love, hate, fear) for John Thornton. Buck changes into a (\*wild, soft, funny) dog and is torn between John Thornton and the howls from the forest. (Dogs, \*Yeehat Indians, Rocks) kill John, and Buck attacks them. In the end, Buck follows the (whistle, bell, \*call) to run free with wolves.

# Cloze (Level 1)

One night (\*Buck, Spitz, Curly) is taken from his home.

Men need strong dogs to search for (silver, snow, \*gold) in the north.

Buck meets wild dogs and sees (grass, rain, \*snow) for the first time.

Buck learns to pull a (\*sled, boat, car).

Buck fights (Curly, Billee, \*Spitz) so he can become lead dog.

A man named (Perrault, Hal, \*John Thornton) saves Buck from being whipped.

Buck feels real (\*love, hate, fear) for John Thornton.

Buck changes into a (\*wild, soft, funny) dog.

(Dogs, \*Yeehat Indians, Rocks) kill John, and Buck attacks them.



### **Activity Objectives**

- Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.
- Answer explicit and inferential questions about the main ideas and details of a story, play or poem, using text evidence to support the answer.
- Analyze the structures and order of events of a story, play or poem to determine how structures affect the meaning or style (e.g., flashback in a novel, soliloquy in a play, sonnet for poem).



### **Instructional Routine**







# 1 Introduce

- Introduce this activity by asking a focus question about the book. For example, ask, "What does Buck feel when he chases the timber wolf—happiness or anger?" Discuss students' responses.
- Tell students they will now answer other questions about the book. Remind students that answers to questions can be found in the book and should be supported by words, phrases or sentences from the text. Explain that some answers will be stated directly in the text, and for some answers, they will have to infer or think about what is in the text to know an answer. Say, "I am going to ask you questions about the book. Your job is to answer the questions. You can use the book to help you."
- Review the learning goal with students: I will answer questions using text to support my answer.

# 2 Model

- Display the book and the Multiple-Choice Comprehension Questions (vary the level displayed according to student needs). Read and model answering one explicit and one inferential question aloud by referring back to the text to find your answer to each question. For the inferential questions, model how to use text to reason and compose an answer. Emphasize text that supports the answers and compare the answer choices to the text to select the correct answer. Read through all answer choices to model ruling out wrong answers.
- Model marking or selecting your answer on the Multiple-Choice Comprehension Questions page.

Activity 3 continues on the next page.



### **Instructional Routine**



### **Provide Practice**

Choose the most appropriate activity format on the basis of each student's skills and needs.

- Level 4: Have the student independently identify evidence from the book to answer questions about the explicit and inferential meaning of the text.
- Level 3: Have the student independently use text from the book to answer explicit and inferential questions about the text.
- **Level 2:** Have the student point to or select pictures or text from the book to answer an explicit or inferential question. Picture supports such as the Communication Board or Character Cards may be used as needed.
- Level 1: Have the student point to or select pictures or text from the book to answer or support an answer to an inferential question (may be single option or errorless choice).

### Review

 Revisit the learning goal. Talk with students about where they found the answers to the questions. Point out how the text supports answers to questions.



# **√** Check Understanding



- **Level 4:** Can the student independently identify evidence from the book to answer questions about the explicit and inferential meaning of the text?
- **Level 3:** Can the student independently use text from the book to answer explicit and inferential questions about the text?
- **Level 2:** Can the student point to or select pictures or text from the book to answer an explicit or inferential question? How?
- **Level 1:** Can the student point to or select pictures or text from the book to answer or support an answer to an inferential question through an active participation response (e.g., voice output device, eye gaze choice board)?



### **Questions and Answers**

SS indicates the page numbers in the Symbol-Supported version. The page numbers without SS reference the Text Only version of the book.

### **Explicit Questions**

- 1. What type of dogs are in danger of being taken from California? (pg 5) (SS pg 6)
  - weak dogs
  - (dogs with strong muscles)
  - lazy dogs
- 2. What does Buck learn to do in the north from the other dogs? (pg 30) (SS pg 69)
  - catch fish
  - (dig a hole in the snow to stay warm)
  - revolt against his master
- 3. Which sentence tells why Buck respects Perrault and François? (pg 22) (SS pg 48)
  - (They were fair to the dogs.)
  - Buck loves them.
  - They let Buck eat more food than the other dogs.
- 4. Why does Buck feel rage when he returns to camp? (pg 76) (SS pg 191)
  - The camp is empty and he has been left behind.
  - (Yeehat Indians were dancing around the ruins of the camp.)
  - John Thornton bought new dogs.
- 5. What happens to Buck at the end of the book? (pgs 77 and 79) (SS pgs 195 and 199)
  - (Man no longer bounds him and he runs side by side with his wild brothers.)
  - He is sold to new owners and finds the lost gold mine.
  - He is finally able to return home to California.

### Inferential Questions

- 6. Which two ways is Buck like a wild dog? (pgs 75-76) (SS pgs 189 and 191-192)
  - (He hunts other animals and attacks the Yeehat Indians.)
  - He is fed and learns to pull a sled.
  - He has owners and is part of a sled team.
- 7. What does the word wild mean in these sentences? "These dogs and men were wild. The law of club and fang. That was all they knew." (pg 25) (SS pg 55) and "Then the pack ran away into the woods. This time Buck ran side by side with his wild brothers." (pg 79) (SS pgs 198-199)
  - a way people and animals behave when they are happy
  - following rules even when things go wrong
  - (living in nature and not following rules made by people)
- 8. What do these sentences from page 43 (SS pgs 104-105) tell about Buck? "There was no hope for Spitz. Buck jumped in and took him down. The other dogs swooped in. Buck stood and watched."
  - Buck wants to save Spitz from the other dogs.
  - (Buck has learned to kill or be killed.)
  - Buck does not like to fight.
- 9. Why does Buck fight the wolves on page 78 (SS pgs 195-196)?
  - (to prove himself because he wants to lead their pack)
  - because he thinks they killed John Thornton
  - he is afraid and is trying to get away
- 10. What does this paragraph on page 80 (SS pg 202) make you think? "This wolf is not always alone. The Yeehats have seen him with his pack. He towers over them. He sings the song of his world. It is the song of the pack"
  - Buck is sad and misses his old life in California.
  - (Buck is finally happy with his family he was called to.)
  - Buck is still searching for lost gold mines.



SS indicates the page numbers in the Symbol-Supported version. The page numbers without SS reference the Text Only version of the book.

- \*1. Who is this book mostly about? (pg 6) (SS pgs 7-9)
  - Judge Miller
  - (Buck)
  - Spitz
- 2. What kind of fever do people have in 1897? (pg 7) (SS pg 11)
  - yellow
  - high
  - (gold)
- 3. Why does Manual take Buck from his home? (pgs 7-8) (SS pgs 12-13)
  - (for money)
  - for a walk
  - for hunting
- 4. What does the stranger do to Buck on the train? (pg 10) (SS pg 19)
  - pet him
  - clean him
  - (choke him)
- 5. What does Perrault use Buck to deliver? (pg 21) (SS pg 45)
  - (messages)
  - gold
  - food
- \*6. How are the dogs and men in the north? (pg 25) (SS pg 55)
  - kind
  - sad
  - (wild)

- \*7. Which word shows Buck working together with others? (pg 31) (SS pg 71)
  - route
  - (team)
  - trot
- 8. What does Buck become after he kills Spitz? (pg 47) (SS pg 112)
  - messenger
  - chief
  - (leader)
- 9. What does John Thornton do for Buck? (pgs 59-60) (SS pgs 150-152)
  - (saves him from his owners)
  - buys him from the man in the red sweater
  - brings him back to California
- 10. What call does Buck obey? (pgs 77-79) (SS pgs 194-198)
  - A whistle to join the other dogs to pull the sled.
  - (A howl from the wolves to join their pack.)
  - A drum from the Yeehat Indians.
- \*11. What is important to know about this book?
  - John Thornton leaves Buck.
  - Buck wants to return home.
  - (Buck's life changes forever in the wild.)

<sup>\*</sup> Indicates inferential questions.

# Active

## **Activity Objectives**

- Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.
- Answer explicit and inferential questions about the main ideas and details of a story, play or poem, using text evidence to support the answer.



### **Instructional Routine**









- Introduce this activity by asking a focus question about the book. For example, ask, "What stops Buck from following the strange call from the forest in Chapter 8?" Discuss students' responses and model using their responses to write a short answer to the question. Sample: "Buck's love for John Thornton always drew him back and kept him from following the call from the forest, and this can be found on page 64 (SS page 161)."
- Tell students they will now answer other short answer questions about the book. Remind students that answers to questions can be found in the book and should be supported by words, phrases or sentences from the text. Explain that for some questions, the answers will be found directly in the text, but for other questions, they will have to infer or think about what is in the text to know an answer. Say, "I am going to ask you questions about the book. Your job is to answer the questions. You can use the book to help you."
- Review the learning goal with students: I will answer questions using text to support my answer.

# 2 Model

- Display the book and the Short Answer Comprehension Questions. Read and model answering
  one explicit and one inferential question aloud by referring back to the text to find your answer to
  each question. For the inferential questions, model how to use text to reason and compose an
  answer. Emphasize the text that supports the answers.
- Model using the emphasized evidence from the text to write your answer on the Short Answer Comprehension Questions page, including the page number(s) where the answer can be found.



### **Instructional Routine**



### **Provide Practice**

Choose the most appropriate activity support and guidance on the basis of each student's skills and needs. Some students may work independently, some may use shared or partner writing. Hand-over-hand assistance or dictation may also be appropriate.

- Level 4: Have the student independently identify evidence from the book to answer questions about the explicit and inferential meaning of the text.
- Level 3: Have the student independently use text from the book to answer explicit and inferential questions about the text.
- Level 2: Have the student point to or select pictures or text from the book to answer an explicit or inferential question. Picture supports such as the Communication Boards or Character Cards may be used as needed.
- **Level 1:** Have the student point to or select pictures or text from the book to answer or support an answer to an inferential question (may be single option or errorless choice).



### **Review**

 Revisit the learning goal. Talk with students about where they found the answers to the questions. Point out how the text supports answers to questions.



# **√** Check Understanding



- **Level 4:** Can the student independently identify evidence from the book to answer questions about the explicit and inferential meaning of the text?
- Level 3: Can the student independently use text from the book to answer explicit and inferential questions about the text?
- **Level 2:** Can the student point to or select pictures or text from the book to answer an explicit or inferential question? How?
- **Level 1:** Can the student point to or select pictures or text from the book to answer or support an answer to an inferential question through an active participation response (e.g., voice output device, eye gaze choice board)?

# Questions and Answers

Example answers are provided below, however, these are not the only correct answers that are possible. A rubric is provided to score each short answer. The data collected when a student completes these questions online is for completion only. If accuracy data is wanted, use the provided rubric to score each short answer.

- 1. How does Buck begin to change in Chapter 2? (Buck grows angry and has turned into a wild dog, and this can be found on pg 14.) (SS pgs 27-28)
- 2. Why is Buck shocked by the attack on Curly in Chapter 4? (Dogs surround her and fight like wolves, and this can be found on pg 26.) (SS pgs 56-58)
- 3. Why does François get a club out for Buck in Chapter 6? (Buck revolts because he wants to be the lead dog, and this can be found on pgs 45-46.) (SS pgs 108-110)
- 4. Why does Buck feel love for the first time in Chapter 8? (John Thornton treats the dogs like children and shakes Buck playfully, and this can be found on pg 63.) (SS pg 157)
- \* Indicates inferential questions.

SS Indicates pages where answer is found in the symbol-supported version of the text.

# Short Answer Scoring Guide Component Points Per Question Correct Answer 1-2 Supporting Detail 1 Page Number(s) 1 Total Possible 4

One night

1

is taken from his home. Men

need strong dogs to search for



in the north.

A man from Canada buys Buck to deliver



because Buck is fast. Buck meets wild dogs and sees

4

for the first time. He learns to pull a

5

. Buck fights



so he can become

lead dog.

Name: \_\_\_\_\_

Choose a word for each box that correctly completes the sentence.

The dogs travel far, and get

7

because they are

weak. The new owners use a



on Buck, but a

man named



saves him. Buck feels real

10

for John Thornton. Buck changes into a

11

dog and is torn between Thornton and the

12

from the forest.



kill John, and

Buck attacks them.

Name: \_\_\_\_\_

Choose a word for each box that correctly completes the sentence.

With John gone, Buck is no longer



to any man.

In the end, Buck follows the

	_				
	1				
		<u> </u>			
	_				

to run free with

16

One night



is taken from his home. Men need

strong dogs to search for



in the north. Buck

meets wild dogs and sees



for the first time.

He learns to pull a



. Buck fights

5

so he can become lead dog.

A man named



saves Buck from being whipped.

Buck feels real



for John Thornton. Buck

changes into a



dog and is torn between John

Thornton and the howls from the forest.



kill

John, and Buck attacks them.

Name:										

In the end, Buck follows the

1	0			

to run free with

wolves.

One night



is taken from his home.

Men need strong dogs to search for



in

the north. Buck meets wild dogs and sees

3

for the first time. He learns to pull a



**Buck fights** 



so he can become lead dog.

A man named



saves Buck from being

whipped. Buck feels real



Thornton. Buck changes into a



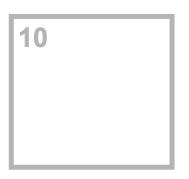
and is torn between John Thornton and the howls from

the forest.



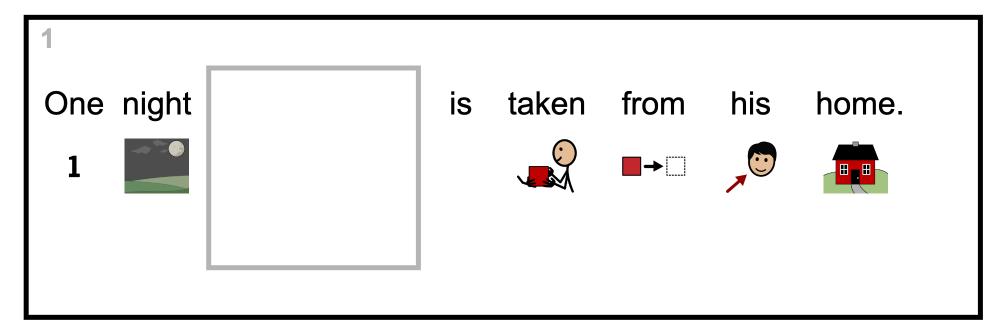
kill John, and Buck attacks them.

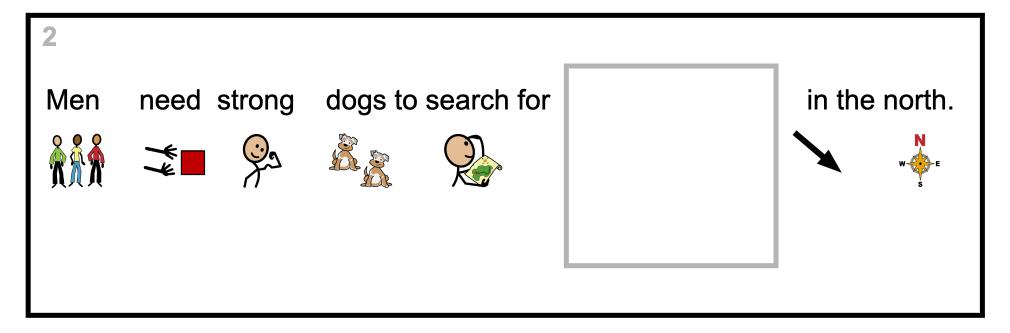
In the end, Buck follows the

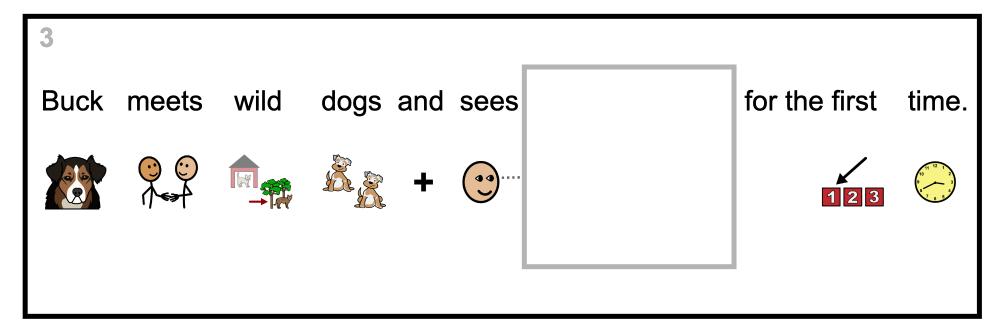


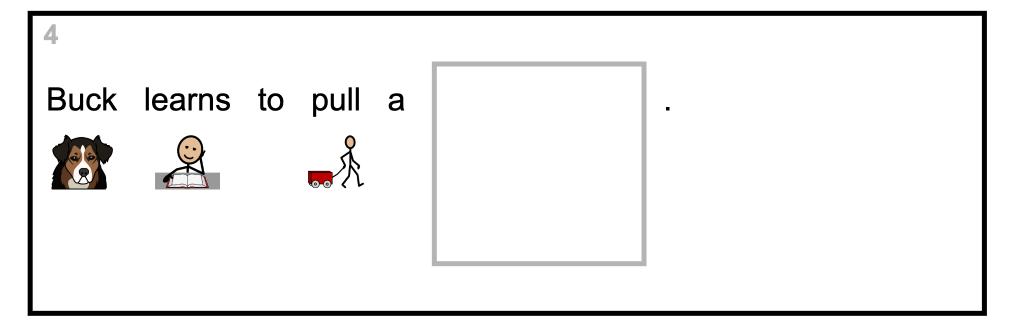
to run

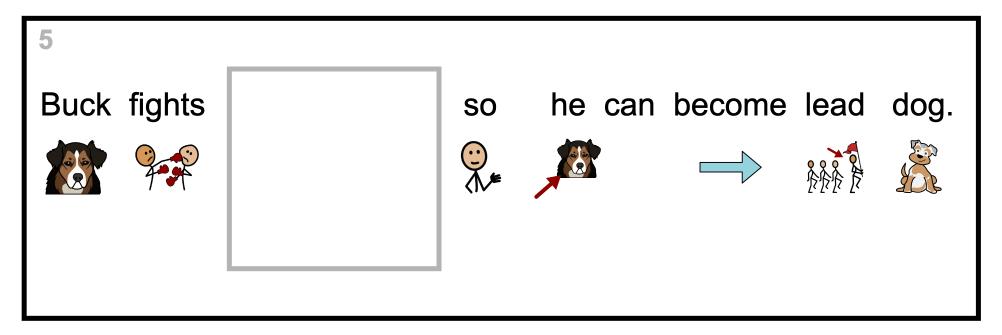
free with the wolves.

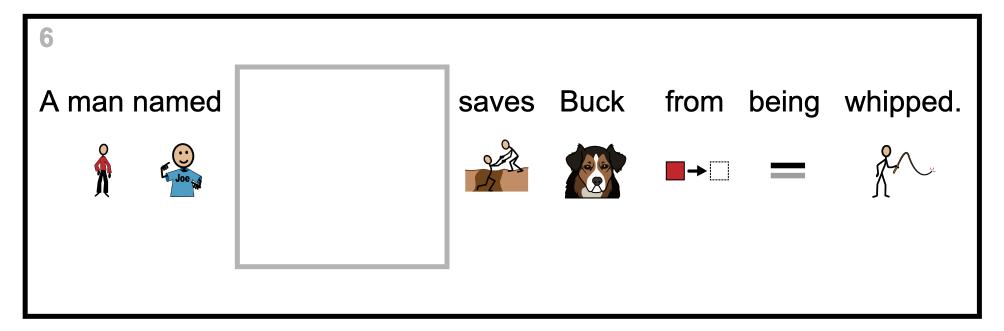


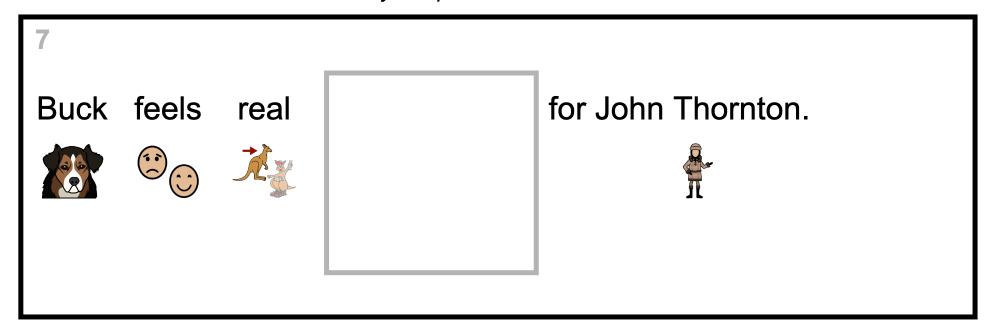


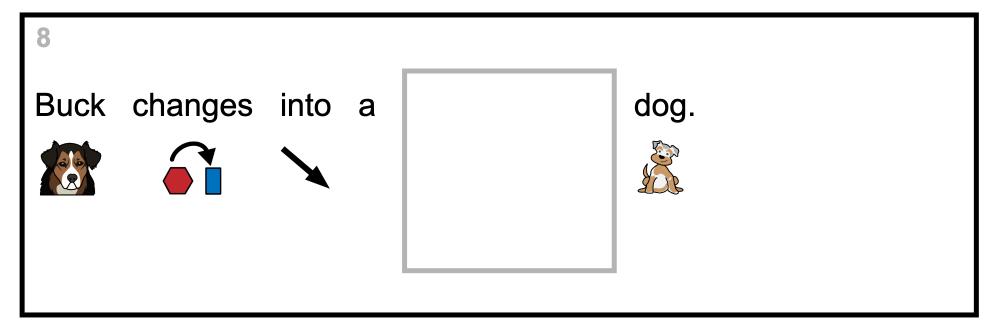


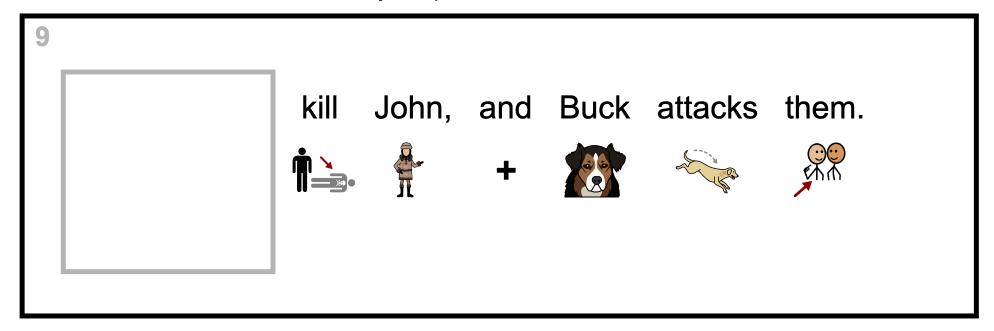


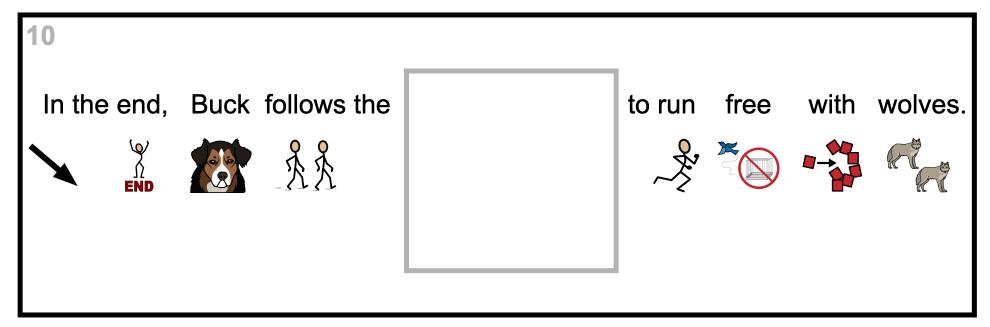














Buck	Spitz	Curly
silver	snow	gold 2
food 3	messages	ice 3
grass	rain	snow <sub>4</sub>
sled 5	<sub>5</sub> boat	car 5
<sup>6</sup> Curly	Billee	<sub>6</sub> Spitz
<sub>7</sub> sold	<sub>7</sub> free	, happy
whip	<sub>8</sub> leash	rope 8
Perrault	<sub>9</sub> Hal	John Thornton
love	hate	fear



wild	soft	funny
howls	birds	smells
Dogs	Yeehat Indians	Rocks
tied	free	safe
whistle	bell bell	call
wolves	dogs	horses



Buck	Spitz	Curly
silver	snow	gold 2
grass	rain 3	snow
sled	<sub>4</sub> boat	car
5 Curly	<sub>5</sub> Billee	<sub>5</sub> Spitz
Perrault	<sub>6</sub> Hal	John Thornton
<sub>7</sub> love	, hate	<sub>7</sub> fear
wild	soft	<sub>8</sub> funny
Dogs	Yeehat Indians	Rocks
whistle	bell	call



Buck	Spitz	Curly
1		
silver	snow	gold
SILVER	2	GOLD
grass	rain	snow
3 1111111111111111111111111111111111111	3	3
sled	boat	car
4	4	4
Curly	Billee	Spitz
5	5	5
Perrault	Hal	John
6	6	Thornton

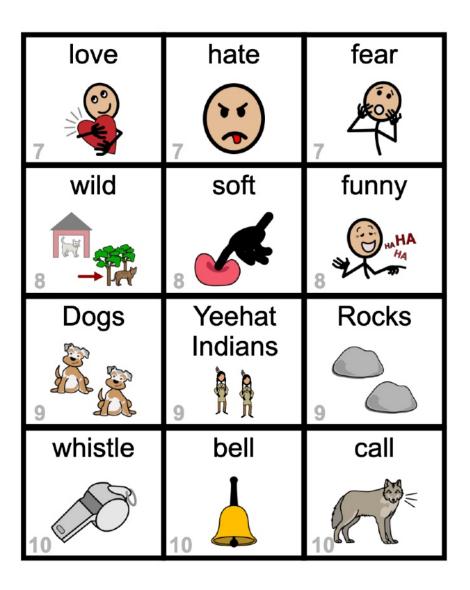


love	hate	fear
7	7	7
wild	soft	funny
8	8	8 HAHA
Dogs	Yeehat	Rocks
Dogs	Section (Control of the Control of t	NOCKS
9	Indians	9
whistle	Section (Control of the Control of t	



Buck	Spitz	Curly
1		
silver	snow	gold
SILVER	2	GOLD
grass	rain	snow
3 1111111111111111111111111111111111111	3	3
sled	boat	car
4	4	4
Curly	Billee	Spitz
5	5	5
Perrault	Hal	John
6	6	Thornton





Use the pages from the chapter book to help you choose the correct.  1. What type of dogs are in danger of being taken from Califor (page 5 )	
	nia?
(page 5 )	
a. weak dogs	
b. dogs with strong muscles	
C. lazy dogs	
2. What does Buck learn to do in the north from the other dog	s?
(page 30 🔱 )	
a. catch fish	
b. dig a hole in the snow to stay warm	
c. revolt against his master	
3. Which sentence tells why Buck respects Perrault and Franç	ois?
(page 22 ( )	
a. They were fair to the dogs.	
b. Buck loves them.	
c. They let Buck eat more food than the other do	gs.
4. Why does Buck feel rage when he returns to camp? (page 7	6 📖 )
a. The camp is empty and he has been left behir	ıd.
b. Yeehat Indians were dancing around the ruins	of the
camp.	
c. John Thornton bought new dogs.	

Name:

JS	se the pages from the chapter book to help you choose the correct answer.
5.	What happens to Buck at the end of the book? (pages 77 📖 and 79 👊 )
	<ul> <li>a. Man no longer bounds him and he runs side by side with his wild brothers.</li> </ul>
	b. He is sold to new owners and finds the lost gold mine.
	c. He is finally able to return home to California.
<b>პ.</b>	Which two ways is Buck like a wild dog? (pages 75- 76 [1])
	a. He hunts other animals and attacks the Yeehat Indians.
	b. He is fed and learns to pull a sled.
	c. He has owners and is part of a sled team.
7.	What does the word wild mean in these sentences?
	"These dogs and men were wild. The law of club and fang. That
	was all they knew." (page 25 ) and "Then the pack ran away into the woods. This time Buck ran side by side with his wild brothers."
	(pages 78-79 [ )
	a. a way people and animals behave when they are happy
	b. following rules even when things go wrong
	c. living in nature and not following rules made by people

Name:

Us	se the pages from the chapter book to help you choose the correct answer.
8.	What do these sentences from page 43 tell about Buck?  "There was no hope for Spitz. Buck jumped in and took him
	down. The other dogs swooped in. Buck stood and watched."
	<ul><li>a. Buck wants to save Spitz from the other dogs.</li></ul>
	b. Buck has learned to kill or be killed.
	c. Buck does not like to fight.
9.	Why does Buck fight the wolves on page 78 [1]?
	a. to prove himself because he wants to lead their pack
	b. because he thinks they killed John Thornton
	c. he is afraid and is trying to get away
10	. What does this paragraph on page 80 make you think? "This wolf is not always alone. The Yeehats have seen him with his pack. He towers over them. He sings the song of his world. It is the
	song of the pack."
	<ul><li>a. Buck is sad and misses his old life in California.</li></ul>
	b. Buck is finally happy with his family he was called to.

c. Buck is still searching for lost gold mines.

Name:

	Name:
Us	se the pages from the chapter book to help you choose the correct answer.
1.	What type of dogs are in danger of being taken from California?
	(page 6 )
	a. weak dogs
	b. dogs with strong muscles
	c. lazy dogs
2.	What does Buck learn to do in the north from the other dogs?
	(page 69 [ ] )
	a. catch fish
	b. dig a hole in the snow to stay warm
	c. revolt against his master
3.	Which sentence tells why Buck respects Perrault and François?
	(page 48 [1])
	a. They were fair to the dogs.
	b. Buck loves them.
	c. They let Buck eat more food than the other dogs.
4.	Why does Buck feel rage when he returns to camp? (page 191 🔰)
	a. The camp is empty and he has been left behind.
	b. Yeehat Indians were dancing around the ruins of the
	camp.
	c. John Thornton bought new dogs.

Js	se the pages from the chapter book to help you choose the correct answer.
5.	What happens to Buck at the end of the book? (pages 195 199 199 )
	<ul> <li>a. Man no longer bounds him and he runs side by side with his wild brothers.</li> </ul>
	<ul><li>b. He is sold to new owners and finds the lost gold mine.</li></ul>
	C. He is finally able to return home to California.
5.	Which two ways is Buck like a wild dog? (pages 189 191 and 191-192 1)
	a. He hunts other animals and attacks the Yeehat Indians.
	b. He is fed and learns to pull a sled.
	c. He has owners and is part of a sled team.
7.	What does the word wild mean in these sentences?  "These dogs and men were wild. The law of club and fang. That was all they knew." (page 55 ) and "Then the pack ran away into the woods. This time Buck ran side by side with his wild brothers." (pages 198-199 )
	<ul> <li>a. a way people and animals behave when they are happy</li> </ul>
	b. following rules even when things go wrong
	c. living in nature and not following rules made by people

Name: \_\_\_\_\_

US	se the pages from the chapter book to help you choose the correct answer.
8.	What do these sentences from pages 104-105 tell about Buck? "There was no hope for Spitz. Buck jumped in and took him down. The other dogs swooped in. Buck stood and watched."
	<ul><li>a. Buck wants to save Spitz from the other dogs.</li></ul>
	<ul><li>b. Buck has learned to kill or be killed.</li></ul>
	c. Buck does not like to fight.
9.	Why does Buck fight the wolves on pages 195-196 [1]?
	a. to prove himself because he wants to lead their pack
	b. because he thinks they killed John Thornton
	c. he is afraid and is trying to get away
10	. What does this paragraph on page 202 [ make you think? "This wolf is not always alone. The Yeehats have seen him with his
	pack. He towers over them. He sings the song of his world. It is the
	song of the pack."
	<ul><li>a. Buck is sad and misses his old life in California.</li></ul>
	b. Buck is finally happy with his family he was called to.
	c. Buck is still searching for lost gold mines.

Name:										

1. Who is this book mostly about? (page 6 [1])

- b. Buck

c. Spitz

2. What kind of fever do people have in 1897? (page 7 [1])

a. yellow

a. Judge Miller

b. high

c. gold

3. Why does Manuel take Buck from his home? (pages 7-8 [1])

- a. for money
- b. for a walk
- c. for hunting

4. What does the stranger do to Buck on the train? (page 10 [1])

- a. pet him

- b. clean him
- c. choke him

5. What does Perrault use Buck to deliver? (page 21 1)

a. messages

b. gold

c. food

Iľ	ne Call of the Wild	Name:	
U	se the pages from the	chapter book to help you cho	
6.	How are the dogs ar	nd men in the north? (page	25 💓 )
	a. kind	b. sad	c. wild
7.	Which word shows	Buck working together with	others? (page 31
	a. route	b. team	c. trot
8.	What does Buck be	come after he kills Spitz? (p	page 47 [1])
	a. messenger	b. chief	c. leader
9.	What does John The	ornton do for Buck? (pages	59-60 [])
	a. saves him	from his owners	

b. buys him from the man in the red sweater

c. brings him back to California

	Name.
Jse	the pages from the chapter book to help you choose the correct answer.
0.	What call does Buck obey? (pages 77-79 [1])
	a. A whistle to join the other dogs to pull the sled.
	b. A howl from the wolves to join their pack.
	c. A drum from the Yeehat Indians.
1.	What is important to know about this book?
	a. John Thornton leaves Buck.
	O b. Buck wants to return home.

c. Buck's life changes forever in the wild.

Namo:

1. Who is this book mostly about? (pages 7-9 [1])

a. Judge Miller

b. Buck

c. Spitz

2. What kind of fever do people have in 1897? (page 11 [1])

a. yellow

b. high

c. gold

3. Why does Manuel take Buck from his home? (page 12-13 [1])

- a. for money
- b. for a walk
- c. for hunting

4. What does the stranger do to Buck on the train? (page 19 🔰 )

a. pet him

- b. clean him
- c. choke him

5. What does Perrault use Buck to deliver? (page 45 [1])

a. messages

b. gold

c. food

Th	e Call of the Wild	Name:	
Us	se the pages from the chapter	book to help you choose t	he correct answer.
6.	How are the dogs and men	in the north? (page 55 📗	
	a. kind	b. sad	c. wild
7.	Which word shows Buck we	orking together with othe	ers? (page 71 🔰 )
	a. route	b. team	c. trot
8.	What does Buck become af	ter he kills Spitz? (page 1	l12 <u>                                     </u>
	a. messenger	b. chief	c. leader
9.	What does John Thornton o	lo for Buck? (pages 150-	152 (1)

a. saves him from his owners

c. brings him back to California

b. buys him from the man in the red sweater

	Name.
Use	the pages from the chapter book to help you choose the correct answer.
10.	What call does Buck obey? (pages 194-198 💓 )
	a. A whistle to join the other dogs to pull the sled.
	b. A howl from the wolves to join their pack.
	c. A drum from the Yeehat Indians.
11.	What is important to know about this book?
	a. John Thornton leaves Buck.
	b. Buck wants to return home.

c. Buck's life changes forever in the wild.

Name:										

1. Who is this book mostly about? (page 6 [1])



a. Judge Miller



b. Buck



c. Spitz



2. What kind of fever do people have in 1897? (page 7 []])





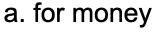




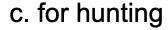




3. Why does Manuel take Buck from his home? (pages 7-8 )





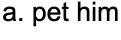








4. What does the stranger do to Buck on the train? (page 10 )













5. What does Perrault use Buck to deliver? (page 21 )



a. messages









6. How are the dogs and men in the north? (page 25 [1])



a. kind



b. sad



c. wild



7. Which word shows Buck working together with others? (page 31 [1])

a. route



b. team



c. trot

8. What does Buck become after he kills Spitz? (page 47 [1])



b. chief



c. leader

9. What does John Thornton do for Buck? (pages 59-60 [1])



a. messenger



a. saves him from his owners



b. buys him from the man in the red sweater



c. brings him back to California



Name:							

#### 10. What call does Buck obey? (pages 77-79 )



a. A whistle to join the other dogs to pull the sled.



b. A howl from the wolves to join their pack.



c. A drum from the Yeehat Indians.



#### What is important to know about this book?

a. John Thornton leaves Buck.



b. Buck wants to return home.



c. Buck's life changes forever in the wild.



Name:				

1. Who is this book mostly about? (pages 7-9 [1])



a. Judge Miller



b. Buck



c. Spitz



2. What kind of fever do people have in 1897? (page 11 1)



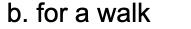


c. gold



3. Why does Manuel take Buck from his home? (pages 12-13 [1])

a. for money



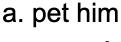
c. for hunting







4. What does the stranger do to Buck on the train? (page 19 [1])





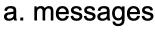








5. What does Perrault use Buck to deliver? (page 45 [1])





b. gold

c. food





Name:				

6. How are the dogs and men in the north? (page 55 [1])



a. kind



b. sad



c. wild



7. Which word shows Buck working together with others? (page 71



a. route



b. team







8. What does Buck become after he kills Spitz? (page 112 [1])



b. chief



c. leader



9. What does John Thornton do for Buck? (pages 150-152







b. buys him from the man in the red sweater



c. brings him back to California



Name:
-------

#### 10. What call does Buck obey? (pages 194-198 [1])



a. A whistle to join the other dogs to pull the sled.



b. A howl from the wolves to join their pack.



c. A drum from the Yeehat Indians.



- What is important to know about this book?
  - a. John Thornton leaves Buck.



b. Buck wants to return home.



c. Buck's life changes forever in the wild.



1. Who is this book mostly about ? (page 6 📖)











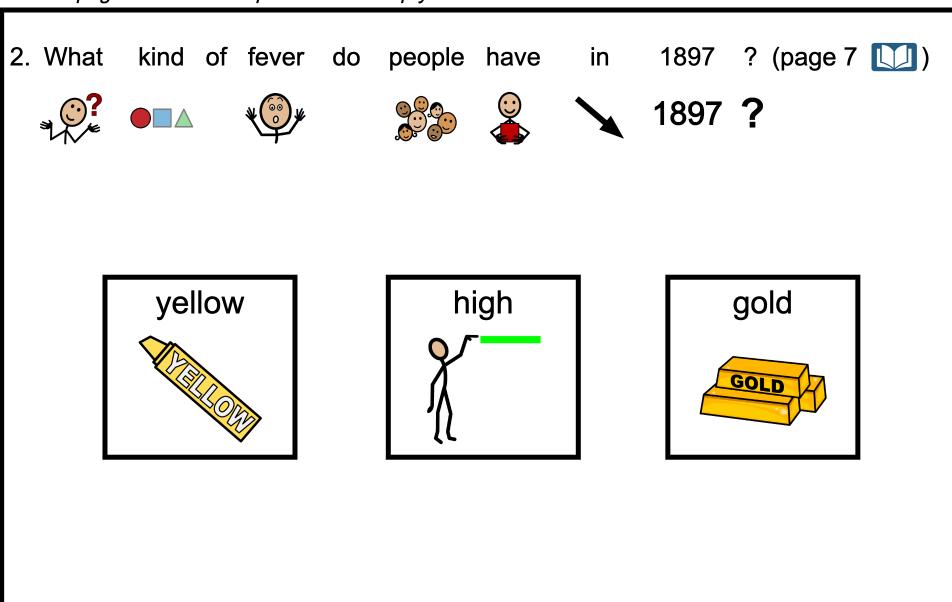












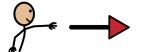
? (pages 7-8 🚺) 3. Why does Manuel take Buck from his home for a walk for hunting for money

4. What does the stranger do to Buck on the train ? (page 10 11)









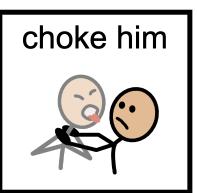




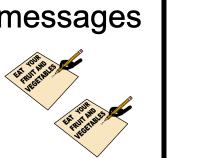


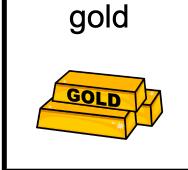


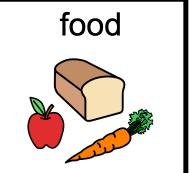




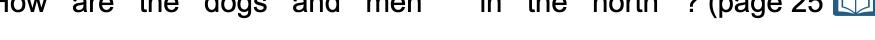
5. What does Perrault use Buck to deliver ? (page 21 11111) food gold messages GOLD







6. How are the dogs and men in the north ? (page 25 [1])









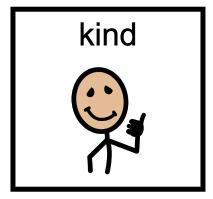


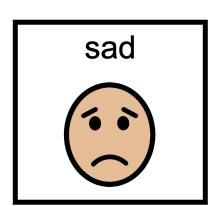


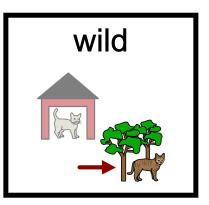




?







, ,





7. Which



word



shows





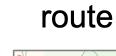






others

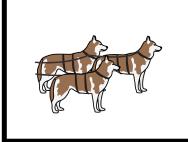




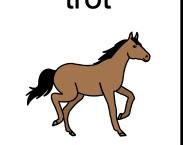


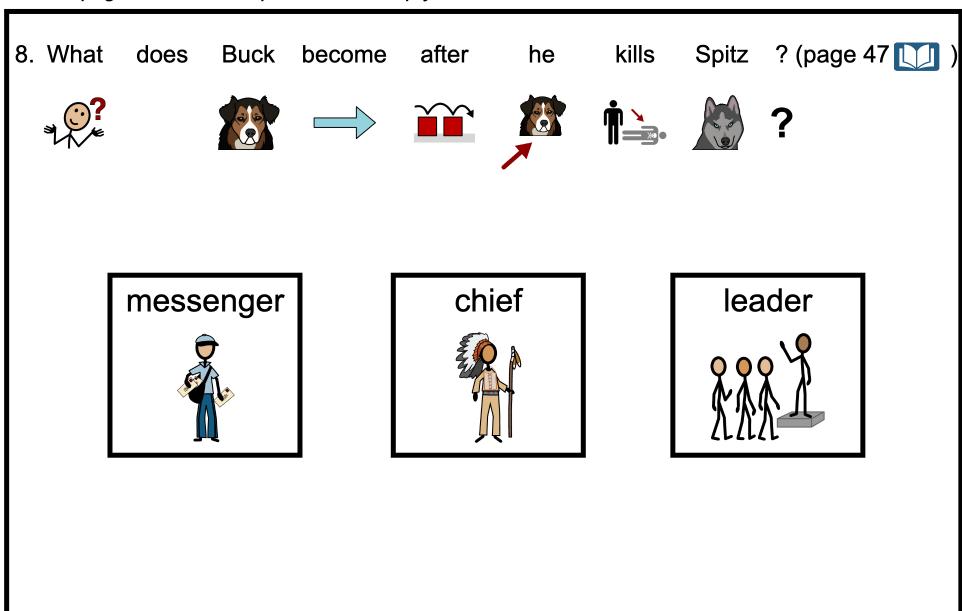


Buck working together with



trot





9. What does John Thornton do for Buck ? (pages 59-60 [1])





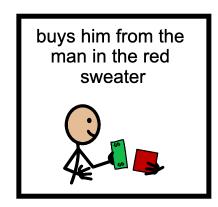














10. What call does Buck obey ? (pages 77-79 💟 )











A whistle to join the other dogs to pull the sled.



A howl from the wolves to join their pack.



A drum from the Yeehat Indians.



#### 11. What is important to know about this book?











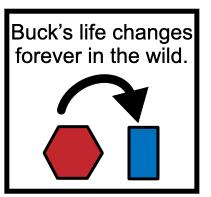












1. Who is this book mostly about ? (pages 7-9 [1])













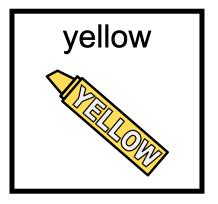


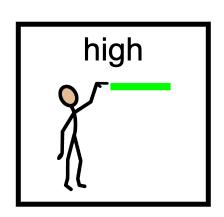


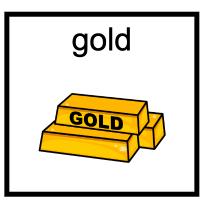




2. What kind of fever do people have in 1897 ? (page 11 1)







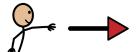
home ? (pages 12-13 [1]) Buck 3. Why does Manuel take from his for a walk for hunting for money

on the train ? (page 19 🛄 ) 4. What does the stranger do to Buck











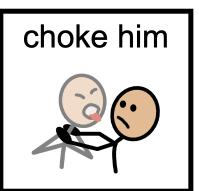












5. What does Perrault use Buck to deliver ? (page 45 💟) food gold messages GOLD

6. How are the dogs and men in the north ? (page 55 [1])







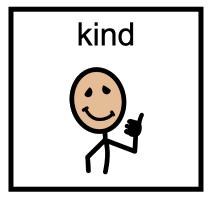


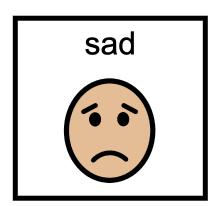


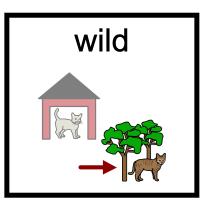
















7. Which



word



shows















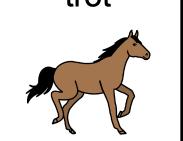


team

Buck working together with



trot



8. What does Buck become kills Spitz ? (page 112 [1]) after he leader chief messenger

9. What does John Thornton do for Buck ? (pages 150-152 [1])

















10. What call does Buck ? (pages 194-198 🛄 ) obey











A whistle to join the other dogs to pull the sled.



A howl from the wolves to join their pack.



A drum from the Yeehat Indians.



## 11. What is important to know about this book?











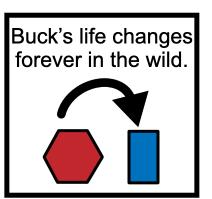












	Name:
	e the chapter book to help you find and write an answer.
.IS	t the page number where the answer is found.
۱.	How does Buck begin to change in Chapter 2?
2.	Why is Buck shocked by the attack on Curly in Chapter 4?
3.	Why does François get a club out for Buck in Chapter 6?
1.	Why does Buck feel love for the first time in Chapter 8?