Character Based Literacy Program Lesson Plan *Beardance*, Introduction

Outcomes for the Novel

Beardance- Will Hobbs

Focus and goals for this unit: Our goal for this unit is for students to write an explanation paper.

Unit Roadmap

- Unit's big idea or theme = **Courage Requires Fortitude**
- **Definition: Courage is risk for a reason, not risk for a thrill; courage requires I moderate my impulses and emotions. Courage leads me to consider the heroic journey in which people live for purposes bigger than themselves and their want and needs.**
- Ideally this would be posted in your classroom.

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Character Based Literacy Program Lesson Plan *Beardance*, Day 1

Outcomes for Today

Standards Focus
W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources, and interact and collaborate with others, including linking to and citing sources.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
a.) Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account or the same period as a means of understanding how authors of fiction use or alter history").
b.) Apply grade7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims")

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is the Weminuche Wilderness Area?
It is located in San Juan and Rio Grande National Forests, which is in Colorado, USA. Neighboring towns include: Durango, Bayfield, Pagosa Springs, Baxterville, Southfork, Creede, Lake City, Silverton, and Ouray. More than a half million acres in size, the Weminuche Wilderness is Colorado's largest, more than twice the size of Flat Tops, the second largest. The area contains the headwaters of dozens of major streams and rivers, feeding both the Rio Grande and San Juan rivers, two of the Southwest's most ecologically and culturally significant waterways. Weminuche's great size encompasses broad and diverse environments: cascading rivers swollen with snowmelt; immense glacial valleys; windswept ridges of the Continental Divide; and the seemingly unreachable summits of skyscraping granite, crags that cast magical reflections in alpine pools at dawn's soft light.

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The Weminuche Wilderness offers spectacular examples of dramatically different mountain landscapes. The granitic Needle Mountains in the western end of the wilderness contain its three 14,000-foot peaks as well as equally inspiring summits, such as Arrow and Vesatal peaks in the nearby Grenadier Range. To The south, limestone mesas slope gently towards the high summits. Farther east are ragged peaks and soaring cliffs, formed over millions of years as volcanic eruptions covered the landscape. Several periods of glaciation later creating the dozens of cirque lakes (63 to be precise) that dot the high country. The Animas River gorge cuts through the westernmost segment of the wilderness, beneath the distinctive metamorphic peaks of the West Needle Mountains. Thousands of tourists annually marvel at the area's beauty from the clacking cars of the Durango - Silverton Narrow Gauge Railroad, which parallels the river, climbing precipitously to the walls of the narrow canyon.

The Continental Dive Trail runs through the heart of the area for approximately 80 miles. The Colorado Trail crosses 21 miles of the Wilderness from Molas Pass to the Rio Grande, and brings the total trail miles to close to 500. Here is Colorado backpacking at its best - but most crowded. No other Wilderness in the state gets as much traffic or abuse. For the sake of this Wilderness, you might consider visiting a nearby road less area - Carson Peak to the north or San Miguel to the northwest - where the beauty is undiminished and, as yet, unspoiled.

Source: www.colorado**wilderness**.com/wildpages/**weminuche**.html

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

quaky (1)	roan (2)	scabbarded (5)	endangered (7)	sorrel mare (2)

READ

3. Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 1-9

Setting	Characters	Pages
San Juan mountains, in CO	Cloyd and Walter	1-9
August	“Red-haired man”- Rusty	

RESPOND

5. Timeline Agree on the facts in today’s reading and list the 3-5 most important on the timeline.

Students might mention:

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- Cloyd is 14 years old and a Ute Indian. He is from Utah and has no mother or father. He grew up in a group home.
- He is now in Colorado helping an older man named Walter tend his farm.
- As a Ute Indian, Cloyd has a particular connection to grizzly bears and witnessed the red-haired man (Rusty) killing one last year. People thought it was the last one, as they are endangered.
- Rusty lied to the press about this, saying that the bear attacked him.
- Rusty killed the grizzly for his own glory.
- As Walter and Cloyd are out riding horses in the San Juan mountains, they run into Rusty.
- Rusty says that he saw a female grizzly with three cubs up in the mountains and thinks the bear he killed was the sire.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Open Mind Portrait
Create an Open Mind Portrait of a Cloyd.

Materials:
- large piece of stiff paper for each character, like 11x17 oak tag
- paper for bubbles with scissors and glue sticks
- markers, crayons, pens, pencils, or paint
- construction or tissue paper, scissors and glue sticks if desired

Step One: create a large head shot of the character
1. Imagine what you think the character looks like from the descriptions in the text as well as your imagination. You can make a list of these details to help you draw the character, if you wish.
2. Decide how much of the character you wish to show: just the head and face? from the shoulders up? from the waist up? the whole person? You might want to include at least the shoulders to include some clothing details. You might want to show the size differences between characters.
3. Draw the characters head shot including the face on the large piece of paper. You could also cut the paper to form the head.
4. Illustrate your portrait with colors, construction paper or whatever will make the character colorful.

Step Two: place cartoon bubbles of character thoughts around the portrait
1. Cut cartoon bubbles out.
2. Write things the character thinks, or says to himself, on each bubble.
3. Put the bubbles up around the portrait.

Step Three: add bubbles as you learn new things about the character
1. Read the story further and identify new things you have learned about the character, or ways the character has changed.
2. Follow step 2 to create and place additional bubbles.

EXPLORE

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7. Activity Explore the reading more deeply with a visual or oral language activity.

KWL Chart
After reading this chapter, write down in the K column all the things we know about Cloyd's character, the setting and the plot. Then, in the next column (W), write down what you'd like to know. As the novel progresses and you find answers, add them to the 3rd column (L), about what you have learned. Continue adding new questions and information to the other two columns as well.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Describe Cloyd's childhood.
2. Why does Cloyd feel a special connection to bears?
3. Why did Cloyd name himself Lone Bear?
4. Why is Cloyd in Colorado?
5. Why is he angry with the red-haired man?
6. Why is Cloyd mad at himself for not telling the truth about what happened?
7. Why do you think Rusty killed the bear?
8. Why do you think he lied about it?
9. Who is Walter? What does he do for a living?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 7

"Cloyd knew now—he'd known for a long time—that he should have told what he saw. He should have told how the bear really died. This man would have lost his outfitting license, would have had to pay a huge fine, and maybe would have gone to jail for killing an animal that was endangered. But no one else had been there. It would have been his word against Rusty's. Would they have believed him, an Indian kid from Utah who didn't have a father or a mother? Now we would never really know if they would have believed him or not" (p. 7).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Cloyd is mad at himself that he didn't speak up sooner and tell the truth about what happened. Explain why it takes courage to tell the truth? Why do you think Cloyd hesitated? Provide three reasons. Have you ever been in a situation like Cloyd's?

11. Close Close by extending today's lesson to life and the world.

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Character Based Literacy Program Lesson Plan
Beardance, Day 2

Outcomes for Today

Standards Focus
W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
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PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Why does helping others make us happy?
In a revealing experiment published in Science by Harvard Business School professor Michael Norton, participants received a sum of money. Half of the participants were instructed to spend the money on themselves and the other half were told to spend the money on others. At the end of the study, participants that had spent money on others felt significantly happier than those that had spent money on themselves. This is true even for infants! A recent study by Elizabeth Dunn and colleagues at the University of British Columbia shows that, even in children as young as 2, giving treats to others increases their happiness more than receiving treats themselves.

Source: http://www.caringmagazine.org/compassion-will-make-you-happy/

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

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metal detector (11)	ore (12)	sheepishly (12)	stifling (14)	cache (12)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 10-24

Setting	Characters	Pages
San Juan Mountains	Cloyd	10-24
	Walter	

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Walter wants Cloyd to take him to the Lost Mine of the Window.
- Walter is interested in using his metal detector to find lost gold.
- Meanwhile, Cloyd wants to look for the bears, making sure all the grizzlies haven't been killed.
- Cloyd starts recreating the Bear Dance that he had witnessed before. This exhausted him.
- Cloyd has a flashback to this dance where he felt like a bear. He feels very connected to this animal and its powers.
- When Walter had been sick back on the farm, Cloyd had given him his bearstone. It was the best gift he had ever given, because it meant so much to him.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Bubble Chart
Add bubbles as you learn new things about the character. Create and place additional bubbles. Read the story further and identify new things you have learned about the character, or ways the character has changed.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Bookmark
Create a bookmark of either the topography or a memorable scene from the book thus far.

8. Discussion Ask discussion questions of all 9 types.

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Key Questions

1. Why is Walter excited to go into the mountains?
2. Does that fact the author states that Walter wants to get on a horse "one last time" foreshadow anything to the reader?
3. Why does Cloyd want to look for the bears?
4. What happens after Cloyd does the Bear Dance?
5. Do you think Rusty is telling the truth about seeing the grizzly and her cubs? Why or why not?
6. Why do you think Cloyd feels connected to bears?
7. Describe a bear's characteristics.
8. Do you think there is power in what we say to others and ourselves?
9. Why are the best gifts to give the ones that sometimes mean the most to us?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 24

"'Live in a good way,' his grandmother liked to say. 'Give something back'" (p. 24).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

This quote prompted Cloyd to give Walter his bearstone when Walter was hurt. What do you think about Cloyd's grandmother's quote? Do you think this quote is just about giving *things* to people? What about giving back to the environment? What might that mean? What did Cloyd *really* give besides the physical object? Have you ever given something to someone that meant a lot to you? **In an explanatory paragraph, describe a time when you helped someone or gave someone a gift. Develop the sequence of events. Conclude your paragraph with a reflection on how it felt to help another or to give something away. Reference the background information provided to support your reflection.**

11. Close Close by extending today's lesson to life and the world.

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Character Based Literacy Program Lesson Plan
Beardance, Day 3

Outcomes for Today

Standards Focus
W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources, and interact and collaborate with others, including linking to and citing sources.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
a.) Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account or the same period as a means of understanding how authors of fiction use or alter history").
b.) Apply grade7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims")

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What changes at high altitude?
The environment is completely different at high altitude compared to that at sea level - the air is thinner and temperatures are usually much colder. In order to survive at high altitude, it is necessary to acclimate. This means that changes occur in the body so that it can cope with the shortage of oxygen.

Source: http://www.altitude.org/high_altitude.php

What is the science behind altitude?
We all live underneath a huge ocean of air that is several miles deep: the atmosphere. The pressure on our bodies is about the same as ten metres of sea water pressing down on us all the time. At sea level, because air is compressible, the weight of all that air above us compresses the air around us, making it denser. As you go up a mountain,

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the air becomes less compressed and is therefore thinner.

The important effect of this decrease in pressure is this: in a given volume of air, there are fewer molecules present. This is really just another way of saying that the pressure is lower (this is called Boyle's law). The percentage of those molecules that are oxygen is exactly the same: 21%. The problem is that there are fewer molecules of everything present, including oxygen.

Source: http://www.altitude.org/why_less_oxygen.php

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

reclaimed (26)	cascaded (25)	irrigated (27)	drainage (26)	bleached (26)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 25-37

Setting	Characters	Pages
Rincon La Osa (means Corner the Bear)	Cloyd and Walter	25-37
	Blueboy (horse)	28-30
	Tony Archuleta	

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Cloyd and Walter ride to the meadow where Cloyd saw the bear that Rusty killed.
- Walter reminds him that you can't undo what's been done.
- Cloyd recalls how helping Walter on the farm had helped him become less angry and alone.
- Tony comes riding along. Tony bought hay from Cloyd earlier in the year.
- Tony warns them about a sheepherder named Sixto and that the sheepherders call the Window the Devil's Gateway.
- Cloyd and Walter rest a few days to get acclimatized to the altitude.
- They continue riding up to the ridge of the Continental Divide.
- The pitched their tent below the Divide, made a campfire and read about the legendary mine.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

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Bubble Chart
Add bubbles as you learn new things about the character. Create and place additional bubbles. Read the story further and identify new things you have learned about the character, or ways the character has changed.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait
OMP of Walter and his thoughts about the mine and that this could be his last trip to the Divide. On another sheet of paper draw an OMP of Cloyd. What is he thinking about? Both men are there for different reasons.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What did Cloyd see in the meadow?
2. Why was this strange?
3. How has Cloyd change since he has been working on the farm?
4. Who is Tony? What does he say about the sheepherders?
5. Why do Cloyd and Walter decide to rest a few day?
6. Where are Cloyd and Walter going? Why?
7. What did we learn about Cloyd and his behavior at the group home?
8. What is Walter most excited about?
9. What is Cloyd wondering and wanting to pursue?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 26

"Cloyd steered them west up the next drainage, up the steep trail that led into the Rincon La Osa. At last they broke out into the meadow he remembered so well. They Made camp, can then he led the old man to the spot along the Rincon stream where he'd fished the big cutthroat out with his bare hands. All winter he'd thought about what had happened next" (p. 26).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Pretend you are Cloyd and write a journal entry to describe what is going through your mind as you visit the Corner of the Bear site for the 2nd time? Freeze that moment in time and explain what you are thinking and feeling in relevant details. How did you make sense of Walter's response: "You can't unscramble eggs." ?

11. Close Close by extending today's lesson to life and the world.

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Character Based Literacy Program Lesson Plan *Beardance*, Day 4

Outcomes for Today

Standards Focus
W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

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How do you track responsibly?
Learning to track is a sacred responsibility. It gives you the ability to come into the center of the lives and homes of animals. You must treasure this gift and respect the animals by being non-intrusive. Getting too close to animals can cause serious disturbances including: abandoning young, disturbing nesting grounds, damaging foraging areas, and may even cause the animal's death. For example, in winter, many animals are severely stressed to gather enough energy to stay alive. Escaping from a human presence could rob them of enough energy that they can no longer sustain themselves. Always remember that you are only a visitor into their habitat.

Source: http://www.princeton.edu/~oa/nature/tracking.shtml

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

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skedaddled (38)	scat (40)	tundra (41)	imminent (41)	keenly (44)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 38-54

Setting	Characters	Pages
Up in the tundra	Walter and Cloyd	38-54
	Ursa	43-54

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Cloyd finds bear scat and other signs of bear activity.
- Walter keeps looking for gold.
- Cloyd meets Ursa, an attractive woman who is researching grizzlies.
- Her name means Bear.
- He told her the whole story about Rusty and learned that if they could prove that there was one grizzly they would be protected under the Endangered Species Act.
- He invited her to camp with them that night.
- We learn she is from Alaska originally.
- She told many facts about growing up with grizzlies nearby.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Setting Sketch
Read the passage on page 40 listed below. Draw your visual depiction of the setting. What do you think it looks like to be there with Cloyd and Walter?

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why is Walter looking for? Why?
2. Why does Cloyd think there is bear activity?
3. Does Cloyd think there is gold?
4. Who is Ursa?
5. Where is she from?

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6. Describe the weather in this chapter.
7. How do you think Cloyd feels meeting someone who has the same passion for bears?
8. What did Cloyd learn from Ursa?
9. How is this important for the grizzly bears?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 40

"It began to rain every day, by two in the afternoon at the latest. Sometimes they were both back in camp, and through the fold in the door of the sheepherder tent, they would watch the hail dance. Other times the weather would catch them away from camp, and they would wait it out before returning. The temperature would drop thirty degrees in less than thirty minutes, but Cloyd was ready for it. His cold-weather clothing and his rain gear were so much better than what he'd had the year before…later in the afternoon the sun would come back out, and they would dry their wet things on the big boulder, knee-high and flat like a table, out in the meadow half-way to the creek" (p. 40).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Cloyd seems at ease in nature and certainly having the right gear helps. If you had the right gear, would you like to live outside for an extended period of time? Why or why not? **Begin your paragraph with a strong topic sentence explaining your position. Describe three advantages or disadvantages? Conclude your paragraph by resetting your position.**

11. Close Close by extending today's lesson to life and the world.

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Character Based Literacy Program Lesson Plan *Beardance*, Day 5

Outcomes for Today

Standards Focus
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PREPARE

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What are some Animals in the Alpine?
Most animals in the alpine only live there during the short alpine summer. The alpine grasses and flowers provide abundant food for elk, deer, and other small animals. Their predators, like mountain lions, coyotes, and red foxes, follow them up too. The cold windy and snowy weather forces them to move down to the lower elevations by September. There are only a few animals that can live there most of the year (mountain goats, mountain bighorn sheep, American Pika, and yellow-bellied marmot). Even they may need to move down to the subalpine during the hardest part of winter.

Source:http://shelledy.mesa.k12.co.us/staff/computerlab/ColoradoLifeZones_Alpine_Mammals.html

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

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crescent (55)	quiver (59)	swath (55)	binoculars (55)	misgivings (55)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 55-69

Setting	Characters	Pages
Ute Lakes Basin	Cloyd and Ursa	55-69

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Ursa tells Cloyd more about bears.
- Cloyd and Ursa do the Bear Dance together.
- We find out that the mother bear and her cubs heard their music.
- The next morning Cloyd finds them through the binoculars.
- They got close enough to see the mother bear hunting for voles.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Bubbles
Add bubbles as you learn new things about the character. Create and place additional bubbles. Read the story further and identify new things you have learned about the character, or ways the character has changed.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Bookmark
Materials:

- pieces of stiff paper [like oak tag] 6-10 inches wide and 5-10 inches long
- some combination of pencil, pen, crayon, or marker
- construction paper, scissors and glue sticks if desired

Step One: Make a list of things you would take with you if you in a suitcase.

1. Imagine that you are going to moving around from place to place for the next years. What are the most important things you have? What are the things you would always want to have with you? Everything you take has to fit in one suitcase.
2. Make a list of the things you would take.

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Comment: This suitcase is filled with things you actually have and that are important to you. Of course, because you are a responsible person it does not include any weapons, drugs, alcohol, or anything illegal.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What are other lessons Ursa teaches about bears?
2. What is the Bear Dance?
3. Describe the grizzlies' bluff.
4. How did the mother bear and cubs find Cloyd, Ursa, and Walter?
5. Were you surprised the author decided to let you know the mother bear was alive?
6. How did the mother bear provide food for her young?
7. How did Cloyd feel about seeing the bears?
8. Why is it important that they were able to find this family of bears?
9. What do you predict will happen next?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 53

"Grizzlies will bluff you into giving them the space they feel they need. The scary part is, their bluffs don't look like bluffs in the least. It's the scariest thing in your life. If the bear not only stands up, but woofs several times…if you hear a popping sound of the jaws, and the bear lays its ears back—look out" (p. 53).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

In what way does Ursa have courage? She talks about growing up close to grizzlies as well as how her tribe related to bears. **Explain how she and her tribe embody the expression: "courage is risk for a reason." Provide reasons why Ursa gets so close to bears? Is it for the thrill or is it responsible? Conclude your paragraph with a reflection on courage.**

11. Close Close by extending today's lesson to life and the world.

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Character Based Literacy Program Lesson Plan *Beardance*, Day 6

Outcomes for Today

Standards Focus
W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources, and interact and collaborate with others, including linking to and citing sources.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
a.) Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account or the same period as a means of understanding how authors of fiction use or alter history").
b.) Apply grade7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims")

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What are contour lines on a topographic map?
Contour lines are the greatest distinguishing feature of a topographic map. Contour lines are lines drawn on a map connecting points of equal elevation, meaning if you physically followed a contour line, elevation would remain constant. Contour lines show elevation and the shape of the terrain. They're useful because they illustrate the shape of the land surface -- its topography-- on the map. Here's a cool way to understand how to interpret contour lines: Take an object like a ball or a pile of laundry, and shine a red laser pointer along the object's side. The line you see will look like a contour line on a topographic map.

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This image cannot currently be displayed.

Source: http://adventure.howstuffworks.com/outdoor-activities/hiking/how-to-read-a-topographic-map2.htm

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

shamans (75)	hibernation (76)	hesitantly (76)	ambling (82)	scree (79)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 70-83

Setting	Characters	Pages
Mountains	Cloyd and Ursa	70-83

RESPOND

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5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Cloyd has another dream about bears.
- They are tracking the bears, following the Continental Divide.
- Cloyd learns more about medicine men and grizzly spirits.
- They continue following the bears to a high alpine lake.
- An ice dam broke above the bears and ended up killing the mother and a cub.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Variations of this Open Mind Portrait

1. You can use this process for any character in the story.
2. You can use bubbles for what the character says, says to himself or herself, or does. You could make each of these different colors if you wish.
3. You could add bubbles for what the character learns, or ways the character changes, and use different colors for each.
4. You can use different colors for the beginning, middle and end of the story. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.
5. You could use different colors for the phases you see in a story or the development of a particular character.
6. Instead of using bubbles you could write the bubble contents on the back of the portrait. You could use any of the variations above with color or print, or create columns or boxes for different categories or phases.
7. You could literally open the head like a hinge and list the contents [as though they were escaping from the space] using any of these variations.
8. You could make an Open Mind Portrait of yourself using any of the above variations.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Watching the bears die must have been really difficult for both Ursa and Cloyd. Draw an OMP of each character and your thoughts about what they were thinking and feeling.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Describe Cloyd's dream about bears.
2. Describe the Continental Divde.
3. What does Cloyd learn about the grizzly spirits?

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4. Describe how a dam works.
5. What have you as the reader learned about how bears survive in the wilderness?
6. What dangers exist for them?
7. What dramatic event happens at the end of the chapter?
8. What does this mean for the rest of grizzly bears?
9. What do you predict will happen next?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 83

"Helplessly, Cloyd saw it happen. In a moment the grizzly's life was snuffed out, and the life of her gray-black cub as well" (p. 83).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Life is fragile and sometimes accidents happen. In what way can we apply that philosophy to our lives? **Explain what it means to live fully and *responsibly* every day because you do not know when your life will end? Provide three examples of how you can live more fully and responsibly.**

11. Close Close by extending today's lesson to life and the world.

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Character Based Literacy Program Lesson Plan *Beardance*, Day 7

Outcomes for Today

Standards Focus
W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources, and interact and collaborate with others, including linking to and citing sources.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
a.) Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account or the same period as a means of understanding how authors of fiction use or alter history").
b.) Apply grade7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims")

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is a Game Warden?
A Game Warden's primary job is to enforce the fish and wildlife laws. These laws ensure that everyone has an opportunity to hunt and fish for years to come.

Source: http://www.wildlifedepartment.com/laws_regs/facts.htm

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

bewildered (84)	game warden (88)	assumed (85)	denning (86)	wearily (89)

READ

3. Review Review the timeline from the beginning every day.

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4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 84-98

Setting	Characters	Pages
Rock Lake	Cloyd, Ursa	84-98
	Simpson and Haverford	

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Cloyd and Ursa run into two game wardens and tell them what they saw.
- Haverford says the cubs need to be removed from the area.
- This means grizzlies won't be reintroduced into the region.
- Ursa and Cloyd are extremely disappointed.
- The wardens tranquilize the bears and put them in cages.
- Cloyd sneaks out to rescue and release them.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Bubbles
Add bubbles as you learn new things about the character. Create and place additional bubbles. Read the story further and identify new things you have learned about the character, or ways the character has changed.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Storyboard
Storyboard the main events of the reading.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What is a game warden?
2. What is a government trapper?
3. Who is Haverford?
4. What is Haverford's position on removing the bears?
5. Why does he feel that way?
6. How are the wardens able to cage the bears?
7. How do Ursa and Cloyd feel about that?
8. How did Cloyd save the bears?
9. What is your prediction about what might happen next in the story?

9. Analyze Analyze the key paragraph.

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Key Paragraph, p. 89

"'Why doesn't he care?' Ursa was asking Simpson. The man scratched his chin, and then he bit his lip, but finally he decided to speak.

'Please don't quote me on any of this,' he said.

'You can talk to Tom until you're blue in the face. Before he was with the Division he worked fifteen years as a government trapper. Rifle, trap, and poison are where he's coming from'" (p. 89).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Using print and digital sources, research *game warden* and *government trapper.* Based on your research, describe the irony that Haverford was a government trapper and now is a game warden? What are the conflicting points of view around what should be done with bears? Conclude your paragraph with a reflection on what you think should be done with the bears.

11. Close Close by extending today's lesson to life and the world.

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Character Based Literacy Program Lesson Plan *Beardance*, Day 8

Outcomes for Today

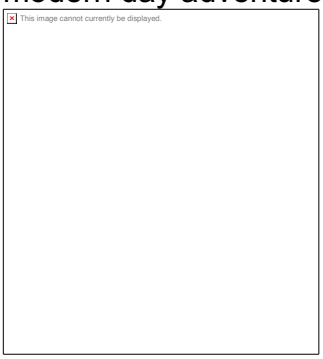
Standards Focus
W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources, and interact and collaborate with others, including linking to and citing sources.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
a.) Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account or the same period as a means of understanding how authors of fiction use or alter history").
b.) Apply grade7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims")

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is a Hero's Journey?
The Hero's Journey is an archetypal story pattern, common in ancient myths as well as modern day adventures.



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Source: http://tvtropes.org/pmwiki/pmwiki.php/Main/TheHerosJourney

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

hoisting (100)	wheezing (100)	conviction (101)	imposing (105)	obliged (105)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 99-109

Setting	Characters	Pages
East Ute Creek	Cloyd, Ursa, Walter	99-109
Early September		

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Cloyd told Ursa that he had let the cubs go.
- They found Walter again and had a great reunion.
- Walter and Cloyd decided to hike to the Window.
- Walter returned Cloyd's bearstone to him during a special moment.
- Cloyd decides he needs to stay behind and catch fish for the cubs so they can survive.
- Ursa and Walter leave the mountains and Cloyd uses Ursa's backpack.
- He's all alone!

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Bubbles
Add bubbles as you learn new things about the character. Create and place additional bubbles. Read the story further and identify new things you have learned about the character, or ways the character has changed.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Simulated Journal
Pretend you are Cloyd writing in your journal. How did it feel to finally get to the top of the Window and be given back your bearstone? How does it make you feel to have it?

8. Discussion Ask discussion questions of all 9 types.

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Key Questions

1. What is Cloyd worried about in regards to the cubs?
2. Do you think "Fights for Bears" is a good nickname for Cloyd? Why or why not?
3. Describe Walter's return.
4. How did the author create a sense of suspense when Walter and Cloyd were climbing the mountain?
5. Do you find Cloyd a credible character?
6. Why does Cloyd decided to catch fish?
7. How does Cloyd show courage in this chapter?
8. Why is Cloyd all alone?
9. What do you predict will happen next?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 107

"In the morning, the old man and the grizzly woman heard him out. He would return to the Roell Creek Basin, and he would try to feed the cubs for a little while. He could leave fish around for them. He had no doubt he could accomplish this" (p. 107).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Reread the entire definition of Courage Requires Fortitude: Courage is risk for a reason, not risk for a thrill; courage requires I moderate my impulses and emotions. Courage leads me to consider the heroic journey in which people live for purposes bigger than themselves and their wants and needs. **Pretend you are Cloyd writing in your journal. In a 2-3 paragraph journal entry describe the journey you are beginning to embark. What is the larger purpose? How does your mission require courage? What are the risks? Conclude your entry with a personal reflection.**

11. Close Close by extending today's lesson to life and the world.

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Character Based Literacy Program Lesson Plan *Beardance*, Day 9

Outcomes for Today

Standards Focus
W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources, and interact and collaborate with others, including linking to and citing sources.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
a.) Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account or the same period as a means of understanding how authors of fiction use or alter history").
b.) Apply grade7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims")

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is the purpose of skinning and tanning animals?
Skinning animals and tanning and using their hides is a skill as old as humanity. As furless apes, those humans who live in colder climes are at a severe disadvantage to survive. In order to adapt to cold weather, it was crucial that our species learn to preserve and work hides, and craft them into functional clothing, shelter building materials and shelters, bedrolls, backpacks, and a multitude of other gear.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

tinged (120)	lure (110)	muskier (122)	bristles (112)	whetstone (115)

READ

3. Review Review the timeline from the beginning every day.

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4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 110-123

Setting	Characters	Pages
Lost Lake	Cloyd	110-123
	Girl cubs	

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Cloyd began catching fish and leaving them for the cubs.
- He found out that a large black bear had been stealing the fish and the cubs were starving.
- He thought of a plan that included skinning and tanning the hide of the dead female grizzly.
- He donned the dead grizzly's hide and scared away the big black bear.
- He befriended the cubs slowly and was able to feed them.
- The weather is getting colder and wetter.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Bubbles
Add bubbles as you learn new things about the character. Create and place additional bubbles. Read the story further and identify new things you have learned about the character, or ways the character has changed.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Reader's Theater
Act out Chapter 17.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why were the cubs not eating?
2. Discuss some ways Cloyd is very resourceful in these two chapters.
3. How does the author share Cloyd's gratefulness for the gift of her hide?
4. What does he use it for?
5. How is Cloyd able to befriend the cubs?
6. What is skinning and tanning?
7. What were the brains used for?
8. How does Cloyd show respect for the fish he is killing?

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9. Describe how the weather is changing.

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 116

"He would use the biggest of the aluminum pots and mash the brains until they became a paste. Her brains would make just the right amount for tanning her hide. His grandmother had said that it was an example of the fittingness of things: a mouse's brain was just the right amount for tanning a mouse, the same went for a ship or a goat. Or a bear, Cloyd thought" (p. 116).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Research ways to survive in the wilderness. Compare and contrast a Cloyd's fictional portrayal of a surviving in the wilderness with your research. **In an explanatory paragraph, provide evidence that Cloyd's experience is similar or different to true experience of living in the wilderness.**

11. Close Close by extending today's lesson to life and the world.

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Character Based Literacy Program Lesson Plan *Beardance*, Day 10

Outcomes for Today

Standards Focus
W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources, and interact and collaborate with others, including linking to and citing sources.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
a.) Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account or the same period as a means of understanding how authors of fiction use or alter history").
b.) Apply grade7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims")

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Is it legal to feed bears?
People should not feed bears or accommodate their feeding through improper food or garbage storage. Doing so can enhance the likelihood of property damage, bear/human conflicts, or possibly result in bear behavior that leads to their removal. Purposeful or inadvertent feeding that creates the likelihood of human injury or property damage can result in your being issued a fine, if the attractant is not removed following a request to do so from a Conservation Officer.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

foraged (125)	quest (125)	relished (125)	larvae (124)	avalanche (133)

READ

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3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 124-134

Setting	Characters	Pages
Lost Lake	Cloyd, Cocoa, Brownie	124-134

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Cloyd continues to help the cubs find food.
- He stays in the mother bear's fur 'coat' for a bit longer then sheds it.
- The cubs didn't notice any difference.
- He leaves a note for Tony Archuleta to give to Walter telling him he needs to stay longer with the cubs and that everything is okay.
- Cloyd continues to find and collect important things that he feels give him power and luck: an arrowhead, amber claw & tooth (both from mother bear) and the bearstone.
- The cubs catch a beaver and Cloyd uses part of the skin to make a pouch to keep all his special belongings.
- Cloyd tries to keep them safe and far away from humans.
- They are walking along at night and suddenly the bears fall deep into a hole.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Bubbles
Add bubbles as you learn new things about the character. Create and place additional bubbles. Read the story further and identify new things you have learned about the character, or ways the character has changed.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Props
Investigate further the meaning of the Cloyd's special items: the arrowhead, amber claw and tooth (both from mother bear) and the bearstone. Have the students either draw or make a 3-dimensional object that resembles one or more of Cloyd's items.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What new strategies are the bears learning in terms of gathering food?
2. How have they adapted to having a human as their mother?

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3. Why does Cloyd need more time with the cubs?
4. What things does Cloyd collect?
5. How does Cloyd keep them safe from humans?
6. What happens to the bears at the end of the chapter?
7. How does the author continue to create suspense within the chapter?
8. What are you most concerned about as a reader?
9. What should Cloyd do next?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 127

"He recalled his grandmother's words from when he was little. In the very earliest time, she'd said, a person could become an animal if he wanted to and animal could become a person. Sometimes they were animals and sometimes people, and it made no difference" (p. 127)

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Cloyd believes that animals and humans should be treated relatively equally. What is your opinion? In an explanatory paragraph, describe whether or not humans deserve to have more rights than animals? Begin your paragraph with a strong topic sentence stating your position. Provide three reasons to support your position. Conclude your paragraph by reflecting on your personal experience and restating your position.

11. Close Close by extending today's lesson to life and the world.

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Character Based Literacy Program Lesson Plan *Beardance*, Day 11

Outcomes for Today

Standards Focus
W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources, and interact and collaborate with others, including linking to and citing sources.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
a.) Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account or the same period as a means of understanding how authors of fiction use or alter history").
b.) Apply grade7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims")

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

How do you predict weather?
Know your clouds

- Soft, delicate clouds indicate favorable weather with light to moderate breeze.
- Hard-edged, murky looking clouds indicates wind.
- High clouds traveling in the opposite direction from the lower clouds indicates unsettled weather.
- An upward build-up of dirty gray clouds (cumulo-nimbus clouds) that flatten out at the top indicates thunderstorms. Also, rapid development of dense vertical tower-like clouds (cumulus) will mean a thunderstorm.

Other signs

- "Red sky at night is the sailor's delight. Red sky in the morning, sailor take warning."

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- Birds has a keen sense for weather. If they are hanging close to shore or over land, weather is approaching.

Source: http://www.examiner.com/article/learn-to-read-the-sky-to-predict-approaching-weather

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

gnarled (139)	grizzled (136)	unkempt (137)	baleful (139)	scudding (143)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 135-143

Setting	Characters	Pages
Mountains	Cloyd and Sixto Loco	135-143

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Cloyd gets caught by Sixto trying to borrow a rope from his tent.
- Sixto makes dinner and Cloyd ends up telling him his story.
- Sixto tells him that it is bad news where the cubs fell.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Open Mind Portrait
You could use the OMP to help write a character sketch, or to help decide what a character might do in a story.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

2g6 Chart
Beginning-Middle-End. Recount the activities of the chapter.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. How does Sixto catch Cloyd?
2. Describe the dinner between Cloyd and Sixto?
3. Describe Sixto's past experiences with bears.

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4. Did Sixto's behavior surprise you?
5. Why didn't Sixto tell anyone he had seen grizzlies in the area?
6. Why do you think the hole the cubs fell in is bad news?
7. What predictions can you make about how Sixto might help Cloyd?
8. How has Cloyd changed from the beginning of the novel?
9. How do you think these cubs feel?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 142

"'When I was young I killed too many bears,' Sixto said. 'I was a tonto, a stupid. Everyone was young and stupid back then, even the old people'" (p. 142).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

If Sixto had had 'courage that required moderation', he would not have killed the bears when he was younger. **Describe a time when you took a risk for the sake of a thrill and done something you wished you had not done? Explain how your experience corresponds to Sixto's. Conclude your paragraph on what you could have done instead to be more courageous?**

11. Close Close by extending today's lesson to life and the world.

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Character Based Literacy Program Lesson Plan
Beardance, Day 12

Outcomes for Today

Standards Focus
W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources, and interact and collaborate with others, including linking to and citing sources.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
a.) Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account or the same period as a means of understanding how authors of fiction use or alter history").
b.) Apply grade7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims")

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

When do bears den? When will they come out in the spring?
For northern black bears, denning is an adaptation for escaping winter food scarcity and severe winter weather. Bears are not true hibernators, as they may be easily aroused from this state if disturbed. While bears are in winter dens, body temperature drops 7-8 degrees C, metabolism is reduced approximately 50%, heart rate decreases from 40-50 beats/minute to 8-19 beats/minute, and body weight decreases approximately 25%. Dens may be burrows, caves, hollow trees, wind-thrown trees, slash piles or leaf nests on the ground. Annual food abundance; the amount of stored body fat; the sex and age of the animal; and weather conditions influence the timing and duration of denning. Bears typically enter dens between mid-October and late November and emerge from dens during late March or early April. During periods of winter thaws, male bears may occasionally get up and move around until cold weather returns.

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Source: http://www.wildlife.state.nh.us/Wildlife/faqs_black_bears.htm#feeding

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

ominous (151)	buffeting (144)	woolly (144)	timbers (152)	murky (150)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 144-155

Setting	Characters	Pages
Mountains	Cloyd and Sixto	144-155

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- A plane travels very low to where Sixto's sheep and goats are and it causes them to scatter.
- Sixto shoots a rock at the plane and shatters the windshield.
- Sixto and Cloyd go to where the cubs have fallen.
- The hole is actually an old mine shaft- a mine that is related to where the gold is!
- They seek out the main entrance to save the bears even though Sixto says the mine is an evil place.
- We find out that Sixto's brother died in the mine. He hadn't killed his brother like the rumors said.
- Cloyd finally found the cubs and the room in the mine completely full of gold.
- He vowed not to tell Walter, who had dreamt of this room for a long time, because he had made a promise to Sixto.
- Cloyd leads the cubs to safety as winter becomes more threatening.
- He wants to stay with the cubs.
- Sixto tells him to use his tent and stove and food.
- Cloyd is left to fend for himself with the cubs.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Bubbles
Add bubbles as you learn new things about the character. Create and place additional bubbles. Read the story further and identify new things you have learned about the character, or ways the character has changed.

EXPLORE

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7. Activity Explore the reading more deeply with a visual or oral language activity.

Story Prop
(Possible prop ideas: tent, stove, food, and/or mine shaft.)
Materials

- construction paper, or other stiff paper
- pencils, pens, crayons, markers
- scissors, glue sticks if desired

Step One: Identify an important object in the story.

1. If you were acting out this story, what objects in the story would you want on the stage for people to see?
2. Pick one object to make.

Step Two: Make a colorful 9 x 12 inch version of the object.
Step Three: Put the prop you make up with others on the wall.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What caused Sixto's sheep and goats to scatter?
2. How does Sixto respond?
3. What do you think it felt like for Cloyd to confront his fears and continue traveling on in the mine?
4. Why doesn't Sixto think the mine is an evil place?
5. What do Cloyd and Sixto find in the mine?
6. What would you have done?
7. Would you have saved the cubs?
8. Would you have kept Sixto's secret?
9. Why does Cloyd want to stay with the cubs?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 151-152

"His fright had a smell to it, an ominous sour smell suddenly coming out of his skin. He turned and fled…he told himself it was okay to give up…no matter which was he turned it over in his mind, he just couldn't. He couldn't leave the bears behind… He told himself to stay calm. The beam would hold for a while. He was going to keep going. Nothing could stop them now unless he was buried with rock" (p. 151-152).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

What do you think Cloyd was thinking as he faced his fears about going further into the mine? **In an explanatory paragraph, use sensory language to capture the relevant thoughts, emotions, sights, and sounds Cloyd was experiencing. What would you have done? In what way is he showing his courage and continuing on his heroic journey?**

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11. Close Close by extending today's lesson to life and the world.

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Character Based Literacy Program Lesson Plan *Beardance*, Day 13

Outcomes for Today

Standards Focus
W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources, and interact and collaborate with others, including linking to and citing sources.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
a.) Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account or the same period as a means of understanding how authors of fiction use or alter history").
b.) Apply grade7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims")

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is an Avalanche?
Technically, an avalanche is any amount of snow sliding down a mountainside. It can be compared to a landslide, only with snow instead of earth. Another common term for avalanche is "snow slide". As an avalanche becomes nearer to the bottom of the slope, it gains speed and power, this can cause even the smallest of snow slides to be a major disaster.

Why Do Avalanches Happen?
The snow packed down on the surface cannot support itself with all the weight. When another factor is introduced, such as a person's step, this helps to loosen the snow and an avalanche occurs. Major temperature changes, rapid wind speed and man-made influences are the main causers of why avalanches occur.

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Source: http://www.naturaldisasters.ednet.ns.ca/Projects/Avalanche/bja.htm

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

sentry (161)	drenching (156)	snowshoes (160)	grouse (157)	inventoried (158)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 156-168

Setting	Characters	Pages
Very end of September	Cloyd, Brownie, Cocoa	156-168
	Game warden	
	Rusty Owens	

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Sixto leaves a lot of supplies for Cloyd.
- Cloyd discovers that the man flying the aircraft is the game warden.
- The game warden and Rusty Owens are out to track Cloyd and the cubs.
- Cloyd and the cubs are on the run.
- It begins to get colder and snow more and more.
- Cloyd and the cubs get caught in an avalanche.
- The cubs dug themselves out of the snow and then dug out Cloyd, saving Cloyd's life.
- By the time the men descended, another avalanche occurred, therefore wiping out any trace of Cloyd.
- The men took him and the cubs for dead.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Bubbles
Add bubbles as you learn new things about the character. Create and place additional bubbles. Read the story further and identify new things you have learned about the character, or ways the character has changed.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

3g6 Plot Profile Chart

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Use this graph to chart the exciting events of this chapter. Only use 1/3 of the chart, we will use it again in the next 2 days.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. How does Cloyd stay warm?
2. What kinds of clothes does he need to wear?
3. Who was flying the aircraft?
4. Who is tracking Cloyd and the cubs?
5. Describe the obstacle of the weather conditions.
6. Describe how Cloyd feels trapped under the snow.
7. How do the cubs save Cloyd?
8. What do the game warden and Rusty Owens think happened to Cloyd and the cubs?
9. What predictions can you make about what might happen next?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 166

"Then all was still. He knew he hadn't ended up on the surface. It felt like he was encased in concrete. He was breathing, he knew that, and he was spitting out the snow that had been imbedded in his mouth. He was buried alive" (p. 166).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Pretend you are Cloyd and write a journal entry to describe what is going through your mind when you thought you were going to die? Name 2-3 events in your life flashed before your eyes? Conclude your entry by describing how you will live differently after this life-threatening experience.

11. Close Close by extending today's lesson to life and the world.

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Character Based Literacy Program Lesson Plan *Beardance*, Day 14

Outcomes for Today

Standards Focus
W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources, and interact and collaborate with others, including linking to and citing sources.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
a.) Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account or the same period as a means of understanding how authors of fiction use or alter history").
b.) Apply grade7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims")

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

How do you make a bow and arrow?
The first piece of this puzzle to consider is the bow. The bow is a stick with a string tied between both ends, which propels the arrow to its target. Each limb (the section of the bow from the tip to the handle) must bend equally and gradually over its length. Also, the material must be flexible with the ability to snap back into position quickly. In the field, where you may or may not know the identity of the trees around you, you can do a simple test to determine whether the wood is suitable for a bow. Take a branch that's the size of your pinky. Bend it slightly and let it snap back. Does it respond quickly, or does it sluggishly move back to straight? Now, bend the stick into a c-shape. Does it snap, or is it strong enough to stay intact? Next, break the twig. If it snaps in two, it is of poor quality. If it instead kinks, forming a fibrous fracture that refuses to break all the way through, it is suitable for a bow.

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Find a sapling of this type of tree, about a half inch at the small end. This is your bow stave (the piece of wood you make a bow from). It should also have a gradual taper from one end to the other. An absence of knots and branches is also a plus. Because one end is bigger than the other, the stave must now be modified so that both limbs bend equally.

Find the middle of the stave and mark where you want your handle. On either side of the handle, whittle away wood from the belly of the bow (the side that will face you), tapering it gradually. Keep from cutting into the back of the bow (the side that will face away from you); preserving this unbroken layer of wood will help keep the wood from splintering when put under tension. Place one of the bow's tips on the ground and push into the handle with one hand while holding the other tip in you other hand. This will show you how well the limb touching the ground bends. Flip it over and test the other limb. You want them both to bend equally. At the tip of each limb, cut two knocks on either side. These are the notches that will keep the string from sliding of the tips. They are cut in at a 45-degree angle, pointing toward the handle and deep enough to accept the bow string.

Creating the Bow Cord:
Next, fashion a cord made of strong material. Any synthetic cordage with a small diameter will work. The less stretchy, the better, because this will help transfer the snap of the bow to the arrow more effectively. If you are without synthetic cordage, a cord can be made from natural materials such as dogbane, milkweed, yucca or nettle. When the bow is strung, the cord should stand off the bow by about 5 inches. This is the brace height, and also helps with the snap of the bow.

Making your Arrows:
Arrows are the last and most important part of this weapon. Survival arrows can be made out of many materials. Straight shoots from trees such as maple, willow or dogwood all work well. They should be as straight as possible, clear of branches and knots, and taper gradually end-to-end. The small end, which will be notched for the string, should be large enough for this knock without compromising the strength of the wood to either side. The bark is scraped from the shoot with a knife or stone, and then the shaft is held over a fire to straighten.

To straighten, heat up a crooked spot, and then bend it backwards, slightly past straight. Upon cooling, this spot will set up where it's been bent to. Look down the length of the arrow periodically to check on its straightness. The large end of the arrow can simply be sharpened to a point, or notched to accept a point of bone, stone, or steel.

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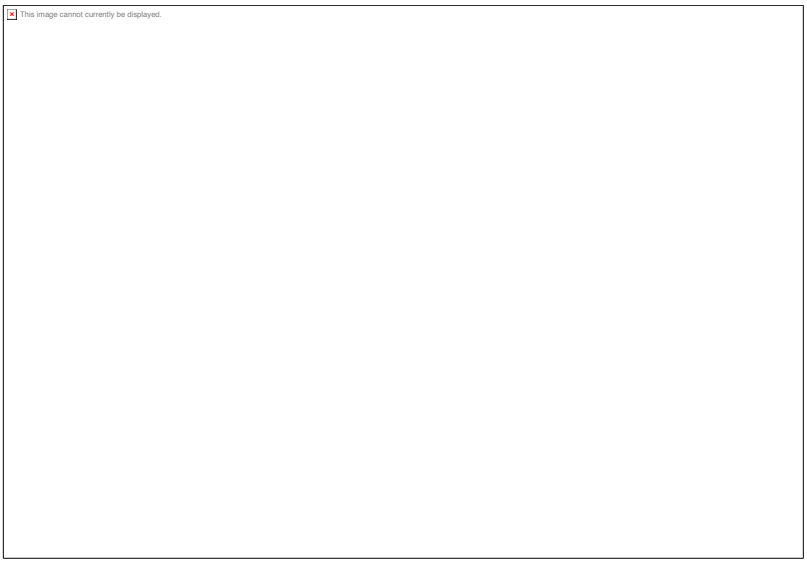
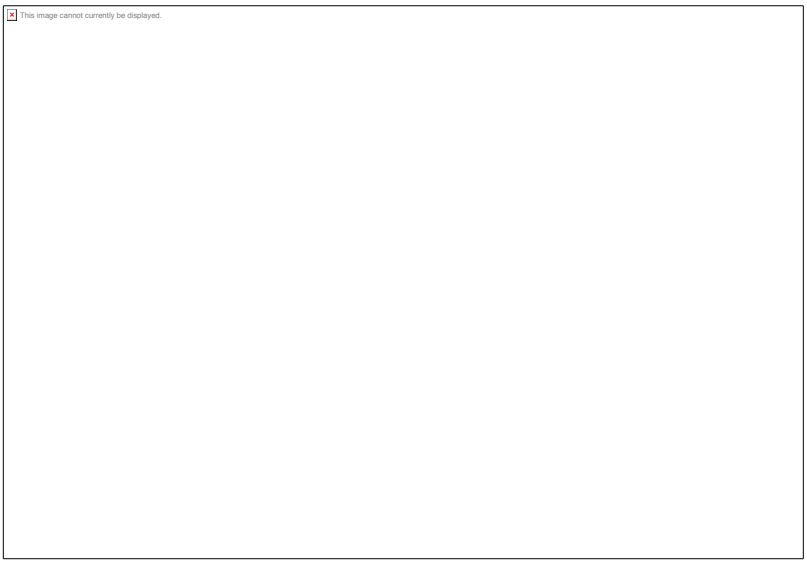


The small end is notched to form the knock, which should fit snugly to the string. Lastly, the arrow should be fletched (adding feathers or other materials to the arrow shaft) in order to stabilize the arrow in flight. Fletching can range from a bundle of pine needles lashed to the end of the arrow nearest the string, to a couple of feathers with their quill tips tied to the shaft. Another method is to spit the knock end of the shaft, insert a feather, and wrap either end of the split to keep the feather in place. A wrap should be tied behind the point and before the knock to keep the shaft from spitting from the various forces applied. Sinew, plant fiber, rawhide or synthetic threads all make great wrapping cordages.



You now have a quickie survival bow and arrow. Use your pointer finger – on the hand that holds the bow – as your arrow rest, and hold your bow at a 45-degree angle to your body to keep the arrow in place. With a bow made of green wood and a quickly fletched arrow, you must get closer to your prey to make sure of a kill. As the bow dries, it will

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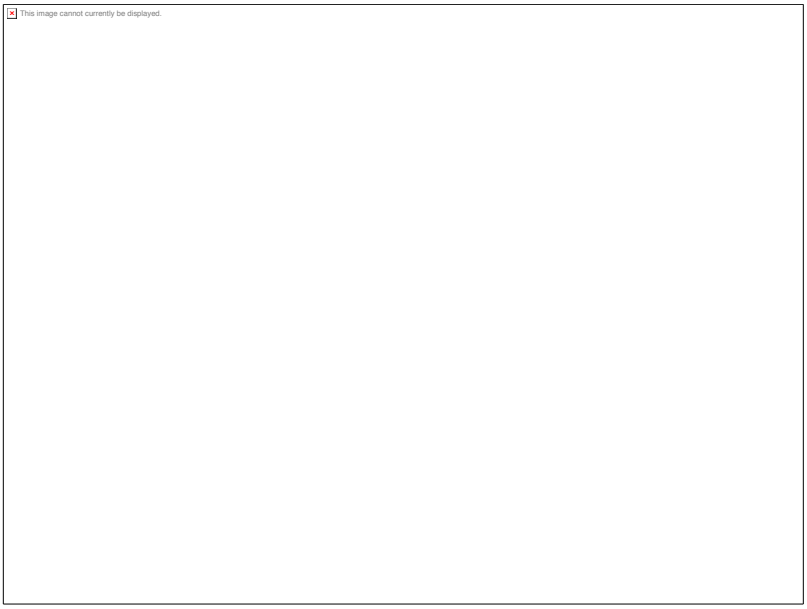
increase in snap, but never will be as fast shooting as a well-designed bow of seasoned wood. Nonetheless, you now have an advantage over using rocks or sticks to take down game, and this hastily made tool will buy you time as you prepare to make finer and more effective weapons.



2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

vandals (173)	marveling (169)	abashed (172)	salvage (173)	raving (169)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 169-180

Setting	Characters	Pages
Winter	Cloyd, Brownie and Cocoa	169-180

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Cloyd manages to find Sixto's tent.
- It has been completely ransacked and destroyed.
- He gathers what he can from the ruins and moves on.
- He needs food and makes a bow and arrow. He begins to hunt for elk.
- He also makes another snowshoe.

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- He digs a den for the cubs, trying to model so they will know how to do it in the future.
- He is waiting for the bears to know when to sleep.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Bubbles
Add bubbles as you learn new things about the character. Create and place additional bubbles. Read the story further and identify new things you have learned about the character, or ways the character has changed.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

3g6 Plot Profile Chart
Use this graph to chart the exciting events of this chapter. Only use 1/3 of the chart, we will use it again in the next 2 days.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Describe Cloyd's relationship with the bears.
2. Does it seem plausible to you?
3. How would you have felt when you found Sixto's destroyed tent site?
4. What does Cloyd gather from Sixto's tent?
5. What does Cloyd make to help him survive?
6. What does Cloyd hung for?
7. Describe what the den looks like?
8. Why is Cloyd trying to teach the cubs?
9. Why is it important for bears to hibernate in the winter?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 178

"Late the third day the work was done. The den extended fourteen feet into the mountain. Strong roots in the ceiling convinced Cloyd he'd made a den that couldn't collapse on the cubs. The sleeping chamber was round, six feet across and four feet high" (p. 178).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

In an explanatory paragraph, describe the ways in which Cloyd's love and respect for the bears, as well as his courage, influence his actions and behaviors. Provide three examples.

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11. Close Close by extending today's lesson to life and the world.

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Character Based Literacy Program Lesson Plan
Beardance, Day 15

Outcomes for Today

Standards Focus
W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources, and interact and collaborate with others, including linking to and citing sources.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
a.) Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account or the same period as a means of understanding how authors of fiction use or alter history").
b.) Apply grade7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims")

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

How do you put others first?
Devote your leisure time to activities that help you to enrich the lives of other people. You may want to do formal volunteer work for a cause you believe in. Even eating out can qualify if you keep the focus on helping others to enjoy themselves and leave a generous tip for the servers.

Source: http://www.shivawnbrimage.com/find-happiness-by-putting-others-first/

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

confines (181)	resonating (183)	trance (183)	sagebrush (182)	sustain (186)

READ

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3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 181-197

Setting	Characters	Pages
Mountains	Cloyd, Walter	181-197
The farm		

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Cloyd suffers much and almost dies.
- He has many spiritual experiences.
- The bears finally bed down for the winter.
- Cloyd finds food and leaves the mountains.
- Cloyd and Walter are reunited.
- Cloyd spies on the cubs the following spring and they are safe.
- Rusty decides to bring back a male grizzly cub from Alaska and release it in CO2 to make up for the one he killed.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Bubbles
Add bubbles as you learn new things about the character. Create and place additional bubbles. Read the story further and identify new things you have learned about the character, or ways the character has changed.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

3g6 Chart
Finish plot graph.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Describe why Cloyd is suffering.
2. Explain his spiritual experiences.
3. When does Cloyd finally leave the mountains?
4. Describe Cloyd's visit to the cubs in the spring.
5. What does Rusty do to make up for killing the male grizzly?
6. Do you think this will help Colorado?
7. Why does Cloyd cut himself off from the cub's lives?

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8. How did you like the novel?
9. What do you think might happen in the prequel?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 197

They were going to grow wild and large and powerful, and go about their ancient ways. If he ever came across them again, they might stand and pause and wonder. But then they would turn and go. They had known him in a bear's dream, and he had known them in his" (p. 197).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Using print and digital sources, research bear activity around humans. Draw evidence from your research and determine whether or not it is possible to have a human and bear relationship similar to Cloyd and the bear cubs. Is this reasonable. Support your position with three facts from your internet research.

11. Close Close by extending today's lesson to life and the world.

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