Unit 6/Week 1

Title: The Grizzly Bear Family Book

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.8; RF.5.3, RF.5.4; W.5.1, W.5.2, W.5.4, W.5.10; SL.5.1; L.5.1, L.5.2, L.5.4

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

There is beauty in nature that needs to be preserved and respected by humans.

Synopsis

In this non-fiction piece, the author shares what he learned about the way of life of grizzly bears after spending a full year in Alaska photographing and studying them. He describes, using anecdotes and photos, how bears behave and interact with their environment and how Grizzlies and other plants and animals depend upon one another for their survival. This close up look at Grizzlies is meant to give the reader an appreciation for nature.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| Why does the author begin this text describing “chance encounters” with a grizzly bear? (Pg. 603) | He wants the reader to understand that seeing this bear up close made him realize that he wanted to spend one full year in Alaska photographing bears. This is the story he is going to tell. |
| Reread pages 604 and 605. The author used the word “**harsh**” to describe Alaska’s winter. What evidence from the text supports this idea? | Temperatures drop to 50 degrees below zero, bears sleep in underground dens, and the entrance to the den is covered by a blanket of snow. Wildflowers must “possess tremendous strength” to bloom through the snow and ice. |
| How and why does the author compare mother bears and human mothers? (Pg. 605) | “In early spring, grizzly bears also enjoy life to its fullest.” In early spring the cubs and mother bears emerge from the dens. The mother plays with her cub, holds it in her arms and hugs it. She nurses her cub. She shows it affection, love and tenderness. This made the author laugh. He wants to challenge the opinion that bears are creatures to be feared. He wants us to understand that bears are gentle, caring animals. |
| Describe the different plants and animals the bears depend on as a food source. (Pgs. 606-608) According to the text, what are **sedges** and why are they so important to grizzly bears? (Pg. 606) | The **carcass** of a moose or caribou, **beached** whales or dead sea lions and walruses. As the snow melts, bears eat roots, grasses and **sedges**. They also catch squirrels and fish. Sedges are a species of grass that is very high in protein and help them gain weight lost after hibernating all winter |
| Why does the author tell us that “all living things, including humans, depend on other lives for their existence?” (Pgs. 607-608) | After hearing the story of the mother moose and her calves, we see the bear again as a feared hunter. The author wants us to know the fact that bears eat other animals and see this as natural, not mean. He included the humans as another reference to compare bears and humans. |
| Reread page 608. How would you describe summer in Alaska? | The daylight hours lengthen quickly until the nights are completely gone. The sun always stays above the horizon (meaning it never sets). Without a watch, it is hard to know when one day ends and another begins. |
| Explain how the bears’ interaction changes during salmon season using examples from the text. (Pgs. 609-611) | June salmon season brings the bears “shoulder to shoulder along the streams” in a “temporary community” while most of the year they avoid other bears. Dominance must be established with the “most aggressive male bears” commanding the choice spots and once a bear has lost, or shown subservience, it will always defer to the **victor**. Mother bears “are tolerant of the cubs of others” and will even adopt “strays or orphans”. Bears can be **selective** when the salmon are plentiful and cubs as young as two are taught to fish by imitating their mothers. When the salmon season is done the bears return to their mountain **territories**. |
| Why does the author describe autumn as being “**announced**” across Alaska? (Pg. 611) | The sounds, the animals growing coats, the changing colors and the full berry bushes are all easy for an observer to witness. They are obvious signs. The **bugling** of sandhill cranes, animals grow thick, lovely winter coats, moose and caribou antlers grow very large. Aspen and birch trees’ leaves turn golden and the tundra blazes red. Blueberry, cranberry and crowberry bushes are ready to be harvested. |
| How do bears and berries depend on each other for their existence? (Pg. 612) | Berries are high in sugar and the help bears put on a large store of fat to take them through the winter. Bear droppings consist mainly of berry seeds which will grow into new berry bushes in the spring. |
| Reread page 613. How does this bear encounter compare with all the other bear encounters described in this text? | The author’s encounter with the two bears in the Brooks Range was the first he’d described in which he felt threatened. In his other experiences, the author had been a distant observer; this time the bears had been coming towards him and he had to command them to stop. He admitted being frightened and the bears being startled. |
| “Here people share the land with bears. There is a certain wariness between people and bears. And that **wariness** forces upon us a valuable sense of ***humility***.” What does *humility* mean and why does the author think *humility* is valuable? (Pg. 614) | Because humans share the land with bears, there is a sense of wariness, or respectful caution, (or humility) they show towards bears. The author notes how few places remain where people demonstrate this respect, this instinctive fear, as in Alaskan wilderness. This feeling is rare and precious, in comparison to so much of the world that has been ‘tamed and subjugated.’ |
| What is the author’s opinion of hunting? What language does the author use to express this opinion? (Pg. 615) | The author does not approve of hunting. The way he describes the hunter’s actions is sarcastic, “trophy hunters”, they “smile” with the dead bear “with its fangs bared as if he were attacking the heroic hunter”. He says “In reality he was killed… peacefully eating berries.” He portrays the bear as an innocent victim and says would rather bears and people were on “equal footing”. |
| How does the author conclude “The Grizzly Bear Family Book”? | It is back to winter and the mother bear and cubs are returning to the den. The snow continues to fall, erasing their footprints and “Alaska, the great land, settles down for a quiet winter sleep.” He infers that this look he has shared with the reader is just a glimpse of a long cycle. |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING**  General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text | Page 605 - Possess, tremendous  Page 606 - Sedges  Page 607 - Existence  Page 608 - Dominance  Page 612 - Critical  Page 614 - Pursuing | Page 609 - Subservience  Page 611 - Tundra  Page 613 - Loping, startling  Page 614 - Subjugate, instinctive |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 603 - Encounter, record  Page 604 - Harsh  Page 606 - Carcass  Page 608 - Abundant, aggressive  Page 609 - Tolerant  Page 611 - Imitating  Page 612 - Consume  Page 614 - Wariness, humility | Page 603 - Clumped  Page 607 - Comical, furiously, wilderness  Page 610 - Devour, selective  Page 612 - Engrossed |

Culminating Tasks

* Re-Read, Think, Discuss, Write

1. *Using facts gathered from reading this book, describe how grizzly bears are suited for the “harsh” climate of the Alaskan Tundra.*

Answer: Bears sleep through the midwinter temperatures that may fall fifty degrees below zero; they eat enough berries, salmon, game, roots and plants to last through their hibernation. When food is scarce (when they first emerge from winter dens), they are not picky in what they eat, at times eating the carcass of a moose or caribou. Bears tend to stay away from each other, avoiding fighting each other in the difficult Alaskan climate; occasional struggles for dominance do arise around prime fishing areas, but are resolved. While wary of other adult grizzlies, mother bears go so far as to adopt stray or orphan cubs.

1. *Why do you think the author wrote this book? Use evidence from the text to support your thinking.*

Answer: The author enjoyed the year he spent in the Alaskan wild; he admires the bears and the way they live in their environment. He uses phrases “I am moved … living their lives to the fullest extent.” He tries to dispel “fearful images” of bears by telling stories of their playfulness and comparing “tender, loving” mother bears to human mothers. He also teaches the reader about bears, what they eat and how they live through the seasons. He even tries the soapberries the bears like best and reports, “It didn’t taste very good to me, but then I don’t like fish heads either.” The author indicates that he values the wariness between people and bears and that only “when we visit the few remaining scraps of wilderness…precious that feeling is.” Through the text, he shows how the bears offer so many opportunities to learn how different species of plants and animals interact with each other. It is through witnessing this interaction, that humans will gain a respect for the beauty and value of nature.

Additional Tasks

* *Using evidence from the text, write about how similar mother bears are to human mothers in the way that they take care of their cubs.*

Answer: They are similar because they play with their children/cubs, hold them in their arms and hug them. They provide food, shelter and protection for their children/cub. They show affection, love and tenderness. They teach them how to hunt and fish.

Note to Teacher

* Students may enjoy researching other types of bears and/or the aurora borealis

Supports for English Language Learners (ELLs)

to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
  + Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.