"What's Watching Me?"
Teacher Guide

Pre-Reading Activity

Teachers:

1. Read the Mark Twain quote that precedes the story. Tell the students that Mark Twain is the pen name of Samuel Clements. Instruct them to find the source of his pen name, list two of his best-known books, and find how Halley's Comet fits into his life span. Helpful links: http://www.biography.com/people/mark-twain-9512564 and http://www.cmgww.com/historic/twain.
2. Instruct the students to write a paragraph in which they define or interpret Twain's statement. They should begin by stating the phrase to be defined. The paragraph should include their personal thoughts on the phrase. It may be helpful to give students sentence stems such as "What the author means is…," "This statement makes me think…," or "I (don't) agree with this statement, because…"

Introduction

Teachers:

1. Direct the students to look at the cover of the book, which is inspired by "What's Watching Me?" Ask the students: What do you see? What kind of mood does the cover set? What predictions can you make? Construct a classroom **Observations and Predictions** chart.
2. Introduce the story by reading the brief introduction following the title. Use the discussion questions below to guide your conversation.
   A. Loup-Garou (lu ga ru) is sometimes called Rou-Garou (ru ga ru). Ask: Have you ever heard of Loup-Garou or Rou-Garou?
   B. Discuss other monsters in mythology or modern stories.

Reading the Story

Teachers:

1. Instruct the students to write a journal reflection on **setting** and its significance in this story.
1. Instruct the students to keep a list of unfamiliar words or phrases and figurative language in their reading journal and …
   - Share the words and phrases in small groups or with a reading buddy. Tell them to try to determine the meanings by reading in context.
   - Look up the words in a dictionary and determine if they were right about the meanings? Have them write a synonym for some of the words and phrases.

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Note: Words and synonyms may be added to classroom word walls.

Post-Reading

Discussion:

1. Utilize the questions in *Discover and Discuss: The animal and adaptations,* page 86.
2. Direct the students' attention to the **Observations and Predictions Chart**. Ask the students: Which predictions were correct? Which predictions should we change?
3. Discuss **point of view**. Ask the students: What is the point of view? Do you think first person point of view is best for this story? What are your reasons?
4. **Imagination** is a central theme in the story. Ask the students to trace the way Shep deals with his imagination throughout the story.
5. Discuss the last line in the story. "As for Loup-Garou, I never saw him again." Ask the students: Did Shep see Loup-Garou? Why did he think he saw Loup-Garou? If not, what did he really see?

Activities:

Teachers:

1. Let the students collaborate with a reading buddy or in a small group to determine if the story supports Mark Twain's statement. Instruct them to write independent paragraphs giving their opinion supported with reasons and information.
2. Tell the students to read the animal facts and construct a Survival Chart comparing the different species of foxes by listing an adaptation and how that adaption contributes to its survival. See the sample chart for two examples.

Survival Chart

Adaptation	How Adaptation Contributes to Survival
Kit fox – large ears	Helps them stay cool in hot temperatures
Arctic fox – small ears	Keeps too much heat from escaping bodies

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Reading Extensions and Enrichment (optional)

1. **Connecting Across the Curriculum with Mathematics and the Arts**
   Teachers: Instruct students to follow your directions for constructing an **origami fox or** have students follow the written directions to construct the **fox. Optional extension: Layered Art. See** "Origami Across the Curriculum."

2. **Project #1**
   Teachers: Instruct the students to use their imagination to determine the adaptations Loup-Garou would need to survive and construct a Survival Chart (see above). They may also draw a picture of Loup-Garou, as they imagine he would look.

3. **Project #2**
   Teachers: Instruct students to write an acrostic poem about Loup-Garou in which the first letter of each line begins with one of the letters in his name. For an example and detailed instructions, see http://www.kidzone.ws/poetry/acrostic.htm.

4. **Project #3**
   Teachers: Instruct students to design a creature, draw it, and explain its characteristics.

5. **Project #4**
   Teachers: Conduct Synectics Thinking Activity using the word **Imagination.** (Directions included at the end of lesson plan.)

Closure

Instruct the students to complete one of the following sentence stems:

- Today I stopped learning because…
- Today I was confused about…
- Today I learned…
- One awesome thing today was…

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Lesson Plan with Common Core State Standards

Pre-Reading Activity

1. Students will research Mark Twain and find the source of his pen name, list two of his best-known books, and find out how Halley's Comet fits into his life span.
   CCSS – W 4-8.7
2. Students will read Twain's statement and write a paragraph explaining the explicit and implicit meanings.
   CCSS RL 4-8.1; **W** 4-8. 2

Introduction

1. Students will examine the cover of the book and discuss how the art on the cover contributes to the story.
2. **CCSS – SL** 4-8.1; **RL** 4-5.7
3. Students will construct an **Observations and Predictions Chart**.
   CCSS – SL 4-8.1; 4-8.4

Reading the Story

1. Students will write a journal reflection of **setting,** how it changes, and its significance in the story.
   CCSS – RL 4-8.3; **W** 4-8.10
2. Students will list unfamiliar words and phrases and figurative language in their reading journal. Then they will compare their selections with a reading buddy or in a small group, try to determine the meanings in context, consult a dictionary, and write synonyms.
   CCSS - RL 4-8.4; **SL** 4-8.1; **L** 4-8.5; **RF** 4-5.4

Post-Reading

Discussion:

1. Students will engage in a class discussion of the animal and adaptations.
   CCSS – SL 4-8.1; **RL** 4-8.1 **LSTS** 6-8.1
2. Students will engage in a class discussion of their observations and predictions and analyze the point of view, theme, and resolution in the story, citing evidence from the story and giving examples.
3. **CCSS – RL** 4-8.1, 4-8.2, 4-8.3; **SL** 4-8.1

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Activities:

1. Students will work with a reading buddy or in a small group to determine if the story supports Twain's statement and then write an independent paragraph giving their opinion or argument supported with reasons and information from the text.
   CCSS – **SL** 4-8.1; **W** 4-8.1, 4-8.10
2. Students will construct a survival chart comparing the adaptations of the different species of foxes.
   CCSS – **RI** 4-8.1; **LHSS** 6-8.7; **LSTS** 6-8.8; **WHSTS** 6-8.9

Reading Extensions and Enrichment

1. Students will construct an origami fox by following the teacher's directions **or** by reading and following written instructions. (option: Layered Art)
   CCSS – **SL** 4-8.1**; or RI** 4-5.7; 6.7 4-8.10; **See:** "Origami Across the Curriculum."
2. Students will determine the adaptations Loup-Garou would need to survive, construct a survival chart, draw a picture of Loup-Garou, and present their project to the class.
   CCSS – **SL** 4-8.5; **W** 4-8.9
3. Students will compose an acrostic poem.
   CCSS – **L** 4-8.3; **W** 4-8.4
4. Students will design a creature, draw it, and explain its characteristics.
   CCSS – **SL** -4-8.4; 4-8.5
5. Students will engage in class brainstorming and collaboration activities that culminate in creating an individual analogy.
   CCSS – **SL** 4-8.1; **W** 4-8.4

Closure

Students will complete a concluding self-evaluation statement.
CCSS – **W** 4-5.1.d, 6-8.1.e

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Synectics Activity

What is synectics? Synectics is a *method of identifying and solving problems that depends on creative thinking, the use of analogy, and informal conversation among a small group of individuals with diverse experience and expertise.*

--www.thefreedictionary.com

Use the rules for brainstorming to conduct this activity:

- There are no bad ideas.
- No criticism of other people's ideas.
- Look for quantity, rather than quality, of ideas.

Appoint a recorder, or write the ideas as students give them.

Step 1- Identify the topic. Say: (**Imagination) ____** is our topic today.

Step 2- Say: What animal do you think of when I say ___(**Imagination)**? Encourage the students to name as many animals as possible. Keep a written list of the animals. After the students run out of ideas or after a given amount of time, tell the students that they will select the animal most closely related to **Imagination**. Read the list, and let the students vote. (*sample student answer: dinosaur*)

Step 3 –Identify the animal receiving the most votes. Tell the students to name as many characteristics of the animal as possible. Encourage them to name as many as possible. Remind them of the different stages of life or to look at a situation from the animal's point of view. Tell the students they will select the two most different or opposite characteristics. Read the list, and let the students vote. (*sample student answer: runs and flies*)

Step 4- Identify the two characteristics selected. Tell them to think of an inanimate object that has those two characteristics. Encourage them to list as many as possible. Let the students select from the list as a group by voting, or alternatively to select individually. (*sample student answers: jumbo jet and seed*)

Step 5-The students write an analogy: Imagination is like a dinosaur because both _____. (*Sample student answers: Imagination is like a jumbo jet because with the right resources it can take you anywhere. Imagination is like a seed because under the right conditions it grows and spreads.*)

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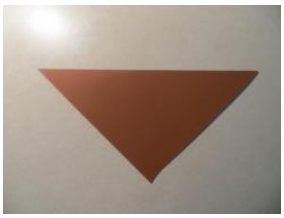
FOX

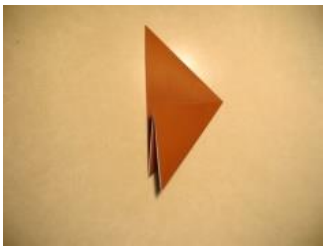
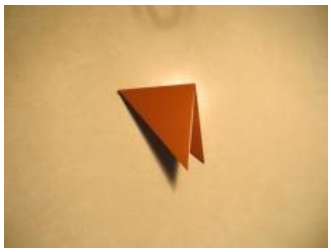
Materials: Origami paper (available in hobby stores and online), markers


Start with a square sheet of paper. The paper in the diagram has a color on one side.

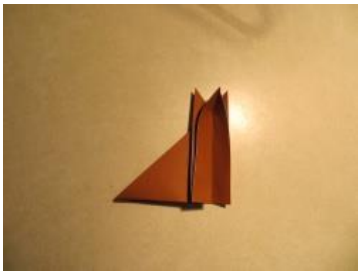


Fold in half to form an isosceles triangle
(two sides of equal length)
with color side out.

Fold once again into a smaller triangle.
You will be able to split one side in half.


Holding paper with two fold points up, fold one point down to form a smaller triangle.
Fold the other point down on the other side.
Now you have a small triangle that can be separated into three sections on one side.

Fold back the three sections to create a trapezoid shape. Crease well.
Open the three sections and press back the edges.

(continued)

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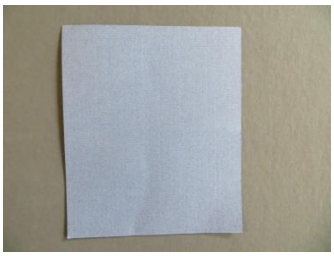
(fox continued)



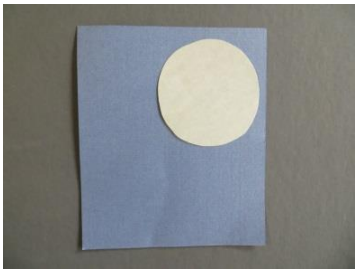
To complete your fox, press down the center point to form the face. Fold the point on the back of the triangle forward to make the tail. Add eyes and nose with markers.

Expand the project.

Layered Art
Materials: cardstock, construction paper, paste or glue, scissors



Start with a rectangular piece of cardstock—large enough to allow room for tree, moon and fox. Have students cut out moon and tree from construction paper (or supply them with shapes).



Paste on moon.

Paste on tree.

Add fox.

Origami Across the Curriculum

The word "origami" is derived from two Japanese words "ori" meaning folding and "kami" meaning paper. Origami comes from the traditional Japanese art of paper folding, which started in about the 17th century AD. The art became popular in the U.S. and other countries in the 20th century.

Origami involves transforming a plain sheet of paper into something three dimensional. In traditional origami, artists use only the paper—no scissors, no glue. Most designs begin with a square sheet of paper, any size square, but usually between 2" to 6". Basic techniques used in origami have names like valley fold, mountain fold, pleats, reverse folds and squash folds.

One of the most famous origami designs is the crane, made popular through the book "Sadako and the Thousand Cranes." The crane has come to represent peace. Origami butterflies have been used in Shinto weddings, and Samurai warriors are said to have exchanged gifts decorated with good luck tokens made of folded paper. Today, scientists and engineers use origami technique. For example, car manufacturers have used origami folding techniques to help fold and flatten airbags. In 2008, the Japan Space Agency tested a prototype of an origami airplane that they plan to one day launch from space.

Benefits: dexterity, math skills, focus, multi-cultural awareness

Common Core Mathematical Practice—Grade 5

- Mathematical Practices
- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.