

# "When Bears Fly"

## Teacher Guide

### Pre-Reading Activity

Teachers:

1. Read the J.M. Barrie quote that precedes the story. Instruct students to find where Barrie was born and educated, the children who were the inspiration for Peter Pan, and how the death of his brother David affected him. Helpful links: <http://www.biography.com/people/jm-barrie-9200058#awesm=~oIpeMa1Z00vQZO> and <http://www.mirror.co.uk/news/uk-news/jm-barrie-10-things-you-220076>.
2. Instruct the students to write a paragraph in which they define or interpret Barrie'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:

Introduce the story by reading the brief introduction following the title. Use the discussion questions below to guide your conversation.

1. Do you believe that accomplishments begin with dreams? Explain your reasons.
2. Have you or someone you know achieved the improbable because of a dream?
3. Read aloud and discuss "A Dream Deferred" by Langston Hughes. (can be found <http://www.cswnet.com/~menamc/langston.htm> ) Hughes looks at what might happen when we don't follow our dreams. What do you think about his ideas?
4. What kind of **mood** does the introduction set? What is the mood of Hughes's poem? What do you think will be the mood of the story? For more on mood: <http://literarydevices.net/mood/>

### Reading the Story

Teachers:

1. Instruct the students to write a journal reflection on **mood** and its significance in this story.
2. 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.

## "When Bears Fly"

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

### Post-Reading

#### Discussion:

- Use the guide in *Discover and Discuss: The animal and its environment and The animal as a character*, pages 86-7.
- The Atchafalaya Basin is the largest freshwater swamp in the United States. What do we learn about the Atchafalaya and its plant and animal life in the story?
- Discuss **point of view**. Ask the students: What is the point of view? Do you think third person point of view is best for this story? What are your reasons?
- **Following a dream** is a central theme, or message, in the story. Tell students to trace the way Major follows his dream throughout the story.
- Ask students to list some words they would use to describe Major's character? Ursa's? Do they think they are more like Major or Ursa? Why?

#### Activities:

Teachers:

Let the students work with a reading buddy or in a small group to determine if the story supports Barrie's statement. Instruct them to write an independent paragraph giving their opinion supported with reasons and information.

### Reading Extensions and Enrichment (optional)

#### 1. Connecting Across the Curriculum with Mathematics and the Arts

Teachers: Instruct the students to follow your directions for constructing an **origami jumping frog**, (directions included at end of lesson plan) **or** have students follow the written directions to construct the jumping frog. (Alternate activity: **origami claws**)

#### 2. Project #1

Bears have captured the imagination of cultures around the world for thousands of years. In many of these tales the bear has human characteristics. Some of the stories explain something in nature such as why the bear has a short tail or a particular color. For an example, see <http://www.uwosh.edu/coehs/cmagproject/ethnomath/legend/legend5.htm>  
Instruct students to compose a bear story that explains a natural occurrence.

## "When Bears Fly"

### 3. Project #2

Teachers: Instruct students to write a cinquain poem about a bear. For a cinquain, the first line is the subject; the second line consists of two adjectives; the third line has three verbs; the fourth is a phrase about the subject; the last is another word(s) for the subject **or** The cinquain may be a five-line poem with two syllables in the first line, four in the second, six in the third, eight in the fourth, and two in the last. For more info, see <http://www.poetry4kids.com/blog/lessons/how-to-write-a-cinquain-poem/>

### 4. Project #3

Write a summary of the story answering the questions who, what, when, where, why, and how. Use this text to create a wordle at <http://www.wordle.net/>

### 5. Project #4

Teachers: Conduct Synectics Thinking Activity using the word **Dream**. (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...

## "When Bears Fly"

### Lesson Plans with Common Core State Standards

#### Pre-Reading Activity

1. Students will research Barrie and find where he was born and educated, the children who were an inspiration to him, and how the death of his brother David affected him.  
**CCSS - W 4-8.7**
2. Students will read Barrie's statement and write a paragraph explaining the explicit and implicit meanings.  
**CCSS - RL 4-8.1; W 4.-8. 2**

#### Introduction

Students will engage in a class discussion in which they identify and analyze mood and the theme of dreaming. They will listen to the poem "A Dream Deferred" by Langston Hughes and analyze it.

**CCSS - SL 4-8.1; RL 4-8.1, 4-8.2, 4-8.4**

#### Reading the Story

1. Students will write a journal reflection on mood and its significance in the story.  
**CCSS - RL 4-8.2; W 4-8.4**
2. Students will list unfamiliar words and phrases and figurative language in their reading journal. Then they will compare their selections with those of 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:**

Students will engage in a class discussion in which they analyze the characters, setting, point of view, and theme in the story.

**CCSS - SL 4-8.1; RL 4-8.2, 4-8.3**

##### **Activity:**

Students will work with a reading buddy or in a small group to determine if the story supports Barrie'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**

## "When Bears Fly"

### Reading Extensions and Enrichment

1. Students will construct an **origami frog** by following the teacher's directions **or** by reading and following written instructions.  
**CCSS - SL 4-8.1; RI 4-5.7; 6,7, 4-8.10; see "Origami Across the Curriculum"**
2. Students will compose a story about a bear that explains a natural phenomenon.  
**CCSS - W 4-8.3**
3. Given instructions and format, students will compose a poem.  
**CCSS - W 4-8.4**
4. Students will write a summary of the story and publish it using wordle.net  
**CCSS - W 4-8.2, 4-8.6, 4-8.10**
5. Students will engage in class brainstorming and collaboration activities that culminate in creating an individual analogy for the word **dream**.  
**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**

## "When Bears Fly" 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.*)

## "When Bears Fly"

### Jumping Frog Origami

**Frogs in the Atchafalaya:** American Bullfrog, Bronze Frog, Pig Frog, Southern Leopard Frog, (semi-aquatic, long legs), a variety of treefrogs (climb vegetation) and toads (dry, warty skin, short limbs).

**Materials:** markers, rectangular paper ( $8\frac{1}{2} \times 11$  paper, or cut smaller sizes).



Start with a rectangle piece of paper.



Fold in half lengthwise/unfold.



Fold one top corner down to meet side edge, unfold.



Repeat on the other side.



Fold from top to meet triangle fold points, unfold.



Push in center line fold so that side edges fold inside to form a top triangle.

(continued)

## "When Bears Fly"

(jumping frog continued)



Fold in half. Unfold.



Fold 2 sides in to meet center crease.



Fold up from bottom to meet edge of upper triangle.



Fold back.



Here's your frog. Add eyes.  
Press gently on top back to make him jump!



## "When Bears Fly"

### Bear Claws

**Materials:** 8  $\frac{1}{2}$  x 11 piece of paper (printer paper works well)—any color—the more, the better.



Start with an 8  $\frac{1}{2}$  x 11 sheet of paper.



Fold the right bottom corner up in triangle.



Fold the left corner up to make a triangle.



Fold down top left corner.



Fold down the top right corner.



Flip over design.



Fold up bottom to form triangle and turn over.



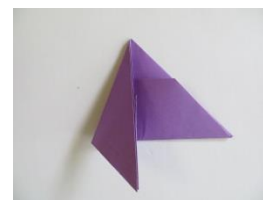
Fold again to make center crease.



Open.



Find edge with 3 layers.



Fold left side to meet center—crease well..place design with layers on left.



Now fold over again and again until design looks like this---flip over with point down.

(continued)

## "When Bears Fly"

(bear claws continued)



Find pocket in between folds and fold one of the edges into the pocket.



Make several—and wear your bear claws.

## "When Bears Fly"

### 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.