



Animal Encounters

Theme Concept: People and wild animals interact in a variety of close encounters.

Animal Encounters

- The great hurrah about wild animals is that they exist at all, and the greater hurrah is the actual moment of seeing them.

~ Annie Dillard

*Pilgrim at Tinker
Creek*



Animal Encounters



- How does the author of the quotation seem to feel about the experience of seeing animals in the wild?
- What wild animals have you seen in their natural environment?
 - What was the experience like?
- What are some different reasons why people might want to come into close contact with a wild animal?
- Describe some of the dangers people might face and the precautions they should take when encountering animals in the wild.

The Grizzly Bears

- Author: Michio Hoshino
- Genre: nonfiction ~
expository nonfiction
selection about
grizzly bears.
 - [Day 1](#)
 - [Day 2](#)
 - [Day 3](#)
 - [Day 4](#)
 - [Day 5](#)



Day 1 Schedule

- Reading
 - Vocabulary
 - Read Segment 1 (602-609)
 - Identifying Generalizations
- Word Work
 - Spelling pre-test (623g)
- Writing and Language
 - Daily Language Practice
 - Grammar: Contractions with *not*
 - Persuasive Writing: Opinion
 - Day 1: Introduce the Model

Vocabulary

We will define new vocabulary words.



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Welcome to Denali National Forest

We hope you enjoy your visit to this beautiful and unspoiled wilderness. These tips will help you have a safe and pleasant stay.

Tips for Wilderness Travelers

1. You are likely to see abundant wildlife, including moose, Dall sheep, grizzly bears, and herds of caribou. Many features live in the grasses of the tundra, including ground squirrels and shrews. So keep your binoculars and your camera handy.
2. Please remember that grizzly bears make this land their home. When hiking in bear territory, be careful. A certain amount of wariness will help you avoid unpleasant encounters with grizzlies. If you see a bear cub, stay away! Mother grizzlies become aggressive when their cubs are approached. If you see a bear eating the carcass of an animal, steer clear!
3. You might be lucky enough to see an encounter between two wild animals. Often when wild animals meet, they fight for dominance. The loser shows subservience by leaving the area. If you see such an encounter, keep your distance.

We will insert words where they best fit the context.

abundant

aggressive

carcass

caribou

dominance

subservience

territory

tundra

wariness

wilderness

Identifying Generalizations

Objective:

- We will identify generalizations the author makes about bears, people, and the wilderness.

Prior Knowledge

- What are some of the ways you communicate with your friends?
- You probably use phone calls, e-mail, or text messaging.
- What broad statement can you make about the way you and your friends communicate?
- You could say that in general, you rely on technology to communicate.

Identifying Generalizations

Concept

- Generalization: a statement that is true for most but not all of the people, things, animals, or circumstances it describes.
 - Example: Most guys like football.

Importance

- Identifying generalizations will help you determine whether you agree, or disagree, with what the author is saying.

R: What is a generalization?

A: Which of the following is a generalization?

a) Babies usually take naps in the afternoon.

b) Lunch is at 11:40.

J: How do you know?

Identifying Generalizations

Skill

- Look for clue words such as *most, usually, and often*.
- Look for collective nouns, for example: *people, men, women*.

I do

- People have such fearful images of bears. But is the affection and care of a human mother for her children so different from the love and tenderness the mother bear shows her cubs?
- I don't see any of the clue words, but I do see the collective noun, *people*.
 - The author is making a generalization about how people tend to view bears.

Identifying Generalizations

We do

- Open your practice books to page 348.
- Let's read the last paragraph on page 607 to find a generalization the author makes about all living things.
- Do you see any clue words?
- What clue word do you see?
- What generalization is being made?
- Justify your answer.

Skill

- Look for clue words such as *all, most, usually, and often*.
- Look for collective nouns, for example: *people, men, women*.

Identifying Generalizations

Closure

- What do we call a statement that is true for most but not all of the people, things, animals, or circumstances it describes?
- Which of the following is a generalization?
 - a) The stronger, more aggressive bears command the best places.
 - b) Most grizzlies avoid contact with other bears during most of the year.
- What is one new thing you learned about identifying generalizations?

Independent Practice

- In your practice book, fill in the generalization column for pages 605-609.

Daily Language Practice

Objective: We will proofread and correct sentences with grammar and spelling errors.

- “The city will perpose to open a skating rink” said Mrs. Evans.
- Jared and Mara they have pledged to clean up the park this weekend.
- “My consirn is for your safety.” explained the lifeguard.

Contractions with *not*

Objective

- We will identify and write contractions with *not*.

Skill Review

- An apostrophe (') takes the place of the letter or letters dropped to shorten the word.

Practice

- She is not sure how to purify river water for drinking.
 - Replace the o with an apostrophe
 - is not = isn't
- The instructions do not explain the process clearly.
- Hikers should not drink river water without purifying it.
- We are not taking any chances.
- Noli will not have a problem once we show her how to use her filter properly.
- Boris did not bring a filter, so we will share our water with him.
- **Independent practice**
 - Practice book pg. 357

Persuasive Writing

Writing an Opinion Composition

It is important to protect and preserve wildlife. For this, more land should be set aside in all parts of the world. Many species have become endangered or threatened because of the loss of habitat or overhunting. Protecting wilderness lands from development would help to stop the loss of habitat and wildlife. Also, in those areas where wildlife habitat has already been lost to farms and towns, some of the land could be restored as wildlife habitat.

In addition, the hunting of wildlife should be strictly controlled, since it not only deprives animals of the possibility of living out their lives but can also reduce animal populations. After all, in most areas, animals were there long before the human population. For these reasons, it is my strong opinion that wildlife should be protected.

Day 2 Schedule

- Reading
 - Segment 2 (610-616)
 - Identifying Generalizations
 - Complete practice book pg. 348
 - Comprehension Questions
 - Independent Practice
 - Vocabulary ~ practice book pg. 347
- Word Work
 - Prefixes
 - Practice book pg. 352
 - Spelling
 - Practice book pg. 353
- Writing and Language
 - Daily Language Practice
 - Persuasive writing: Opinion
 - Day 2: Prewriting (623m)
 - Practice book pg. 360

Comprehension Questions

(use TAPPLE strategies)

- A surprise encounter caused the author to want to learn more about grizzlies. Would you have had the same reaction? Explain. (RC 2.3, 2.4)
- Why do you think the author compares bear mothers to human mothers on page 605? (LRA 3.7)
- Why do you think the author includes so much information about the grizzly bears' habitat? (LRA 3.7)
- The author writes on page 607: "...when a bear catches a moose calf, it is not a sad event." Do you agree? Why or why not? (RC 2.5)
- Based on the selection, what generalizations can you make about bears? Think about their family life, growth, and feeding habits. (RC 2.4)
- Has reading the selection changed your feelings about bears? Why or why not?
- Compare the relationship of Michio Hoshino and the bears he photographs with that of Bob Lemmons and the horses he rounds up.

[Back to day 2](#)

Daily Language Practice

Objective: We will proofread and correct sentences with grammar and spelling errors.

- “Hasn’t Alex used that same excuse before,” asked Tina.
- Anita she will inclose a check with her soccer team application.

Day 3 Schedule

- Reading
 - Voice (605)
 - [Analyzing generalizations](#)
- Word Work
 - Spelling
 - Practice book pg. 354
(independent/homework)
- Writing and Language
 - [Daily Language Practice](#)
 - [Negatives](#)
 - Persuasive writing:
opinions
 - Day 3: drafting (623N)
 - [Transparency 6-8](#)

Analyzing Generalizations

Objective

- We will determine the validity of generalizations.

Prior Knowledge

- Remember a generalization is a statement that is true for most but not all of the people, things, animals, or circumstances it describes.
- Look at the last paragraph on page 614 and identify the generalization the author makes.

Analyzing Generalizations

Concept

- Valid generalization: based on facts
- Invalid generalization: not supported by facts

R: What type of generalization is based on facts?

A: Which of the following is an invalid statement?

a) All students love to do homework.

b) Most students enjoy summer.

J: How do you know?

Example

- Most bears avoid fighting, if at all possible.
- People do not appreciate the wilderness.

Importance: Analyzing generalizations will help you determine whether you should agree with what the author is presenting.

Analyzing Generalizations

Skill

- Identify the generalization.
- Is the generalization based on enough examples?
- Does your own experience support the generalization?
- If the answer is yes, then the generalization is probably valid.

I do

- “People continue to tame and subjugate nature.”
- This is true of some people, but not of all people. Since the author does not use the word “some” or “most,” I believe that this generalization is invalid.

Analyzing Generalizations

Skill

- Identify the generalization.
- Is the generalization based on enough examples?
- Does your own experience support the generalization?
- If the answer is yes, then the generalization is probably valid.

We do

- Very few bears are interested in pursuing people.
- Was the generalization supported by evidence?
- Does your own experience support this?
- Does the author include all bears, or just a few?

Analyzing Generalizations

Closure

- What type of generalization is not supported by facts?
- Which of the following is a valid generalization?
 - a) Most dogs are domesticated, or tame, animals.
 - b) All toys made of plastic break easily.
- How do you know?
- What did you learn about valid and invalid generalizations?

Independent Practice

- Practice book pg. 350-351

Daily Language Practice

Objective: We will proofread and correct sentences with grammar and spelling errors.

- The newspaper article didn't never compare the two candidates.
- You should measure twice and cut once" said Mr. Daniel.
- Bett explained, "we don't exchange presents on Valentine's Day."

Negatives Practice

Objective

- We will identify double negatives and use negatives in sentences correctly.

Rules

- A sentence should have only one negative.
- If a sentence has more than one, remove one of them.

Negatives Practice

- I do
 - Michio (had never, hadn't never) been so close to a bear before.
- We do
 - That bear didn't cause (any, no) harm.
- You do
 - Most bears aren't interested in chasing (anyone, no one).

Negatives Practice

Closure

- How many negatives should be in a sentence?
- Correct the following sentences:
 - It's not wise to approach (no, any) wild animal.
 - You shouldn't do (nothing, anything) to alarm a mother bear.

Independent Practice

- Practice book pg. 358

Transparency 6-8

Example A: The photographer did not see no bears that day.

Correct:

The photographer did not see any bears that day.

or

The photographer saw no bears that day.

Example B: The bear wasn't doing nothing but eating berries.

Example C: A grizzly in early spring has not eaten nothing for months.

Day 4 Schedule

- Reading
 - “Three Poems” (620-623)
 - [Poem comparison chart](#)
- Word Work
 - Spelling
 - Practice book pg. 355 (independent)
 - [Context clues](#)
 - Word Histories (623j)
- Writing and Language
 - [Daily Language Practice](#)
 - Persuasive: Opinion
 - Day 4: Revising (623N)

Poem Comparison Chart

Title	Subject	Theme
"Raccoons on the shore at Paradox Lake"		
"Above Jackson Pond"		
"A Thousand Geese"		

Using Context

Objective

- We will use context clues to figure out the meanings of unfamiliar words.

Importance

- Context can help you figure out the meaning of unknown words, when a dictionary is unavailable.

Using Context

Concept

- Context: words and sentences that sometimes provide clues to a word's meaning.

R: What is context?

A: For which of the following words might you need context clues?

a) howling

b) bugling

J: Why?

Example

- When salmon are rare, grizzlies will hungrily devour every one they catch.

Using Context

Skill

- Determine the part of speech.
- What words might be clues?
- What meaning fits the context?

I do

- As the days shorten, bears must put on a large store of fat to take them through winter.
 - Store is a noun, so it must be a person, place, thing, or idea.
 - Clue words: bears put it on; it is made of fat; and helps them through the winter.
 - Meaning: amount
 - As the days shorten, bears must put on a large amount of fat to take them through winter.

Using Context

Skill

- Determine the part of speech.
- What words might be clues?
- What meaning fits the context?

We do

- People continue to tame and subjugate nature.
 - What part of speech is the unknown word?
 - What words might be clues?
 - What meaning fits the context?

Using Context

Closure

- What do we call words or sentences surrounding an unknown word?
- What is the meaning of the underlined word in the sentence?
- Today's snowfall marks the advent of winter.
 - a) beginning
 - b) ending
- What did you learn about context clues today?

Independent Practice

- Practice book pg. 356

Daily Language Practice

We will proofread and correct sentences with grammar and spelling errors.

- Since the accident, Pablo hasn't never been able to extend the little finger on his right hand.
- "If you want to go on the field trip," explained Mrs. Tam, you will need an adult's consent."

Day 5 Schedule

- Reading
 - Comprehension test
 - Vocabulary test
- Word Work
 - Spelling test
- Writing and Language
 - Practice book pg. 359
 - Persuasive: Opinion
 - Day 5: editing (623N)